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ABSTRACT

The purpose of the study was to analyze selected characteristics of 3,385 high school graduates submitting American College Tests (ACT) profile reports to a black college. Additional data was obtained via questionnaire from 1,059 graduates that were non-attendants. These samples were subdivided into the following groups: attendants at black and white colleges; vocational school trainees; non-college attendants; and non-respondents. Comparisons among groups were made on the variables of academic potential; educational aspiration and need; status in and size of graduating class; residence; and reasons for taking postsecondary training or enrolling in college. Performances on ACT subtests and composite were below the national average, with the highest and lowest performances in natural science and social sciences. Highest and lowest high school Grade Point Averages were in social science and mathematics. Large numbers participated in advanced and honors courses and extra-curricular activities in high school. Level of aspiration was high. Most needed financial assistance to defray college expenses. Ninety percent graded in top half of their class; fifty-eight percent were from rural areas and small cities. If scores are submitted, non-blacks do not state race. White colleges do drain black potential. Many black seniors are unrealistic in aspiration and choice of educational major. (Author/JM)

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CHARACTERISTICS OF COLLEGE AND NON-COLLEGE ATTENDANTS WHO SUBMITTED ACT SCORES TO A BLACK COLLEGE

November 30, 1972

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ABSTRACT

Characteristics of College and Non-College Attendants Who Submitted ACT Scores to A Black College, Charles A. Berry

The purpose of the study was to analyze selected characteristics of 3,385 high school graduates submitting ACT profile reports to a black college. Questionnaire obtained additional data from 1,059 graduates that were non-attendants. Group subdivided into attendants at black and white colleges; vocational school trainees; non-college attendants, and non-respondents. Comparisons among groups of academic potentials; educational aspirations and needs; status in and size of graduating class; residence, and reasons for taking postsecondary training or enrolling in college. Some tests of significance employed.

Performances on ACT subtests and composite below national average with highest and lowest performances in natural science and social science. Highest and lowest high school GPA in social science and mathematics. Large numbers participated in advanced and honors courses and extra-curricular activities in high school. Level of aspiration high. Most needed financial assistance to defray college expenses. Ninety percent graduated in top half of class; 58 percent from rural areas and small cities.

If scores are submitted, non-blacks do not state race. White colleges do drain black potential. Many black seniors unrealistic in aspiration and choice of educational major. Lack of finance major obstacle to higher education, thus blacks prefer to attend college nearer home. Black colleges must continue to demonstrate capacity to serve the needs of the undereducated.

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I. INTRODUCTION

Negro or Black College historically has referred to those institutions founded for blacks, prior to and since the Civil War. That they have experienced some success is unassailable. The services they have rendered to black people and to the nation (particularly the Southern part of it) are legion. Any valid historical assessment of higher education in the United States would recount the tremendous achievements of these institutions--both private and public--in attempting to meet the needs of the Nation's largest minority group. Though some were born in racial deceit and practically all in adversity, most have faced their crises of lack of financial support, less than adequately trained faculty and poorly trained high school graduates as enrollees with a faith and a resoluteness that is perhaps unparalleled anywhere in the history of higher education.

Black public institutions historically in the South have had to compete with white institutions for federal and state funds as well as funds from the private sector. The general quality and quantity of their physical plants, libraries and laboratories as well as the breadth of their curricula and average faculty salaries attest to the winner of the struggle.

As a result of a series of court decisions, initiated perhaps by the famous Brown vs. Board of Education decision in 1954, a totally new ball game in public education has developed. While it is generally true that the Brown vs. Board of Education decision was hailed by blacks as a major triumph, the various changes it has wrought, the manner in which its implementation has affected the pattern of education for blacks, the resultant employment instability among black public school personnel, and a host of other unsettling changes have been far less than assuring to black people. The growing disenchantment of many black people with the manner in which court decisions affecting elementary and secondary schools are implemented on state and local levels make the daily headlines of newspapers. Perhaps not so readily known, felt and publicized are some of the effects of the implementation of the court decisions upon predominantly black public higher institutions.

Clark Kerr, Chairman of the Carnegie Commission on Higher Education pinpointed the unique problems faced by black institutions in From Isolation to Mainstream: Problems of Colleges Founded for Negroes, when he wrote:

> "Few institutions of higher education today face both deeper challenges to their survival and greater opportunities for service than the colleges founded for Negroes. Once virtually the sole avenue to education and career advancement for black youth, these colleges have recently encountered a rash of special difficulties

as others compete for their students, faculty and means of support."

The number of blacks graduating from high school is increasing and the number matriculating in college undoubtedly is increasing. However, it is doubtful that the noticeable increase in college attendance is reflected likewise in attendance at predominantly black institutions. Indeed, it appears that for the first time in the long history of higher education in the United States, black colleges find themselves competing with predominantly white colleges for something other than financial support. Most games (athletic and war) are won by offensive action rather than by defensive action. Yet, the predominantly black college today finds itself in the unenviable position of playing defense-at-tempting to protect itself from raids on black faculty and black students.

Inasmuch as practically all of the predominantly black colleges are located in the South, they have been plagued with all of the problems facing higher education in that region. Their competition for students came from only a few colleges in other regions of the country who ostensibly were never really interested in a large number of blacks. The new ball game is now pitting black and white institutions in the South against each other for students and evidence seems to be lacking that predominantly black colleges are a strong opponent.

At the time of the striking down of the "Separate but Equal Doctrine", at least 75 percent of the black college students were enrolled at predominantly black institutions; 51 percent were enrolled at predominantly black institutions a decade later, and it is approximated that about a third of all black college students will be enrolled in predominantly black institutions in the fall of 1971.

The future of the black public college as a college with an ethnic identity is not assured. Egerton[1] reported that of 35 traditional black public colleges and universities, three now have a majority of white students, while three have been annexed by larger and older predominantly white public institutions.[2] Writing in the Summer, 1971

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[1]Egerton, John, Black Public Colleges: Integration and Disintegration, 1971, Race Relations Information Center, Nashville, Tenn.

[2]A rather interestingly ironical twist is the behavior of the Louisiana Coordinating Council for Higher Education. Two black and two white institutions were founded in 1959 (New Orleans) and 1967 (Shreveport) by the State Legislature ostensibly to satisfy a "need" by blacks and whites for public higher education in these two cities and to countenance racial separation of the students. The black colleges were branches of Southern University (a predominantly black institution) and the white colleges were branches of Louisiana State University (a predominantly white institution). The Council now proposes to put both black branches under the jurisdiction of Louisiana State University.

issue of Daedalus, Nabrit[1] alleged that demographic conditions were favorable for the traditional black colleges in West Virginia to become predominantly white, i.e., there were no nearby white colleges to compete with them. The plight of many black colleges is just the opposite. Perhaps this is the stark reality that these black institutions are facing. At least 14 black public senior colleges in 11 states have direct competition from predominantly white state institutions. These black institutions according to a survey of Fall, 1970, enrollments conducted by the Office of Civil Rights of the U. S. Department of Health, Education and Welfare enrolled 49,172 black and 482 white students. Their white competitors enrolled about 2,887 black and 71,393 white students. Thus the survey revealed that 0.9 percent of the students in these 14 predominantly black colleges were white, whereas the 14 competitive white colleges had an average black student enrollment of about 3.9 percent. Louisiana State University with 1,147 black students in an enrollment of 20,896 students and Louisiana Tech University with an enrollment of 392 blacks in a total enrollment of 6,559 students, enrolled more black students and had the largest percentage of black students (5.48 and 5.97 respectively) of any of the predominantly white institutions cited.

Anzalone and Sherry[2] analyzed enrollment data gathered by the Office of Civil Rights and published in Undergraduate Enrollment by Ethnic Group in Federally Funded Institutions of Higher Education, Fall, 1968. Their analysis revealed that of the 1,397,715 students enrolled in colleges in SREB States,[3] 162,493 or 11.6 percent were blacks. Of these black students, 74,376 were attending public predominantly black senior institutions representing 98.3 percent of the enrollment at this type of institution, whereas 16,833 were attending public predominantly white senior colleges which represented 2.2 percent of the enrollment at this type of institution. About 1.7 percent of the enrollment at public predominantly black senior colleges in the South was white. A further analysis of their data however, revealed that of the 91,209 black students attending a public senior college in the South in the Fall, 1968, 16,833 or about 18.5 percent were attending a public predominantly white senior college. Further, the Anzalone and Sherry study revealed that of the 74,218 students enrolled in public senior colleges in Louisiana in the Fall, 1968, 15,548 or approximately 21 percent were black students. Two thousand, five-hundred

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[1]Nabrit, S.M., "Reflections on the Future of Black Colleges," Daedalus, Summer, 1971, pp. 660-677.

[2]Anzalone, J.S. and Sherry, Barbara, Black Student Enrollment in Higher Education, Southern Regional Education Board, Atlanta, Ga.

[3]States in the region of the Southern Regional Education Board are: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

and seventy-one of these black students were enrolled at public predominantly white senior colleges, representing 4.2 percent of the total enrollment at this type of institution, and 12,977 were enrolled at public predominantly black senior colleges, comprising 99.9 percent of the enrollment at this type of institution. Thus 4.2 percent of the enrollment at public predominantly white senior colleges in Louisiana in the Fall, 1968, was black, whereas 0.1 percent of the enrollment in black public senior colleges in the Fall, 1968 was white. Further analysis of the Anzalone and Sherry data revealed that the 2,571 blacks attending state predominantly white senior colleges represented 16.5 percent of all black students attending public senior colleges in the State of Louisiana in the Fall, 1968.

The trend in enrollment in public institutions of higher learning in Louisiana is typical of the trend nationally. According to an analysis made by the Public Affairs Research Council of Louisiana, Inc.[1] in the Fall, 1961, 30,813 students (68 percent) were enrolled in the nine state institutions[2] of higher learning and 14,642 (32 percent) were enrolled at Louisiana State University (medical students excluded), making a total of 45,455.[3] Of the total 45,455 enrolled in all public institutions of higher learning, 8,592 or 18.9 percent were enrolled at traditionally black public institutions.[4] Of the nine public state colleges enrolling 30,813 students, 8,592 or approximately 28 percent were enrolled at the two black colleges. Five years later (Fall, 1966), 76,994 students were enrolled in all public institutions of higher learning including Louisiana State University (medical students excluded); 24,481 or 31.7 percent were enrolled at Louisiana State University and 52,513 or 68.3 percent were enrolled at the nine state colleges. Enrollment at the two predominantly black institutions represented 8,592 students, approximately 28 percent of the total enrollment at the nine public colleges in the Fall, 1961, and 12,510 or about 24 percent of the total enrollment at the nine public colleges in the Fall, 1966.[5] The PAR report did not list the number of blacks enrolled at any of the predominantly white institutions, however as a result of various actions of the courts all of the traditionally white institutions had begun admitting blacks by the Fall Sessions of 1966.

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[1] College Enrollments, No. 161, November, 1969, Public Affairs Research Council, Inc., Baton Rouge, LA.

[2] The State institutions are F. T. Nicholls; Grambling; Louisiana Tech; McNeese; Northeast; Northwestern; Southeastern; Southern and Southwestern.

[3] These data include undergraduate and graduate enrollments.

[4] At that time few blacks were attending public institutions of higher learning in Louisiana other than Grambling and Southern.

[5] All seven predominantly white state colleges had graduate programs, only one black college had graduate programs.

Enrollment data for the nine state colleges in Louisiana for the Fall session 1970, reveal a total of 55,974 undergraduates. The seven predominantly white institutions enrolled 43,234 or 77 percent of the total enrollment while the two predominantly black institutions enrolled 12,742 or 23 percent.

The growth of a college in terms of its enrollment is dependent primarily upon two factors: (1) the size of its entering freshman classes and (2) its retention rate. In this regard, data in the PAR report are quite revealing and perhaps suggest where many of the "lost" black high school graduates matriculated. In June, 1961, a total of 32,422 pupils completed high school in Louisiana. Nine thousand and twenty or 27.8 percent were black. In September, 1961, 17,924 freshmen enrolled at the nine state institutions. In June, 1968, 48,450 pupils of which 15,064 or 31 percent were black graduated from high schools in Louisiana. In September, 1968, 22,316 students enrolled as freshmen at the nine state institutions in Louisiana; 5,419 or 28.3 percent at predominantly black institutions.[1] In June, 1970, 52,349 pupils (a projected estimate by PAR) graduated from high schools in Louisiana; 15,992 or 30.5 percent were black. Fall enrollments of freshmen in the nine state colleges in September, 1970, reveal a total of 23,507 students: 5,504 or 23.4 percent were enrolled at the two predominantly black colleges.

In summary of the PAR Report, an analysis reveals that for the decade 1961-70, there was an increase of 12,955 or 55 percent in the number of white high school graduates and an increase of 6,972 or 77 percent in the number of black high school graduates. The total enrollment at the seven public predominantly white senior colleges for the period 1968-70 showed an increase of 2,587 students or 6.36 percent. Total enrollment at the two public predominantly black senior colleges showed a decrease of 182 students or a decrease of 1.4 percent. Moreover, while the increase in freshmen at the seven public predominantly white senior colleges over a two year period, 1968-70 totaled 1,106 or an increase of 6.54 percent, for the two black colleges, the head count increase was only 85 or 1.5 percent. For Grambling College, one of the two public predominantly black senior colleges in Louisiana, the enrollment in the Fall Session of 1968 was 3,718 and in the Fall Session of 1970, it was 3,674, a decrease of 44 or 1.2 percent.[2] Freshman enrollment at that institution in the Fall Session, 1968 was 1,175. The freshman enrollment in the Fall Session of 1970 was 1,174, a decrease of one student.

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[1]All state institutions of higher learning were legally integrated at that time.

[2]Eleven percent of the student enrollment in 1970 was from other states, representing the highest percentage of students from other states attending any of the state public institutions.

If it is true, as the report of the Carnegie Commission averred, that a minimum of 5,000 students is essential for offering a sound program in liberal arts and professional areas such as education, it is readily seen that the growth rate of Grambling College is imposing some tremendous burdens on its efforts to provide quality education. Further, if only one-third or 857 of the black students who attend predominantly white institutions in Louisiana in 1968 had enrolled at Grambling College, its enrollment would have been above 4,500. A modest estimate of the number of blacks that attended public white institutions in Louisiana in 1970-71 is 3,000. If 1,000 had attended Grambling College, it would have resulted in a budget increase of $1,155,000. (This amount is based on a figure of $1,155.00 per full-time student equivalent for the State of Louisiana as given in the Fact Book on Higher Education in the South, 1970, SREB.)

Prior to the Supreme Court decision of 1954, very little, if any, discussion by public officials was held about the future and permanance of public black institutions. On the contrary, the founding of public black colleges and the proliferation of their curricula might have suggested that they would be a permanent part of the public higher education bulwark in the South. The new ball game has introduced new rules of play. For the first time in the history of higher education in the South, voices, powerful voices wielding tremendous political influence, are questioning if there is a role in the future for public black colleges. Even though there is inimical maneuvering to assure the demise of some of them, perhaps there is yet still time for a confluence of those forces that would map strategies for their survival. That they can survive with a withering student body is beyond the hope of even their most staunch advocates.

PROBLEM AND OBJECTIVES

From the foregoing analyses of enrollment trends in public institutions of higher learning (particularly the public senior colleges), it is readily seen that black institutions in Louisiana are growing at a minimal rate whereas white institutions, drawing a comparatively disproportionate number of non-white students, are growing at a far more rapid rate. This retarded growth of the black institutions of necessity affects their appropriations, and most importantly, the viability of their educational programs.

Typically, many more students apply for admission at a college than attend. An application for admission might represent anything from a "wish to attend" to a definite "plan to attend." Many high school seniors and graduates apply to more than one institution for various reasons, and upon acceptance, the decision is then made regarding which institution they will attend. There are some high school seniors and graduates who do not make formal application for admission, yet they are desirous of higher education.

The American College Testing Program is administered in all high schools in Louisiana and many high schools throughout the United States.

Scores made on the American College Tests (ACT) must be submitted to a public institution in Louisiana before one can be admitted as a freshman student.[1] This testing program solicits from the high school pupil different types of information that can be utilized by a prospective institution for admission, placement, and guidance purposes. Moreover, upon taking the ACT, a pupil identifies the three colleges to which he wishes his scores and other information gathered at the time to be submitted.

Grambling College has been receiving ACT scores since 1968. Some of the high school seniors that had scores sent to Grambling College did not apply, while many who made application and were accepted did not attend.

This research proposed to analyze certain selected characteristics of high school graduates who took the ACT during the period October 1969--July 1971, and requested that their scores and other profile data be sent to Grambling College. The total group was divided and categorized into six subgroups; namely, (1) those that attended Grambling College; (2) those that attended another predominantly black college; (3) those that attended a predominantly white institution; (4) those that took postsecondary training; (5) those who have had neither post-high school education nor training, and (6) those that did not attend Grambling and did not respond to a questionnaire sent to them at the address given on their profile report.

The research had as its objectives to:

(1) determine, what, if any differences, existed among the six groups in their performances on the four subtests and the composite test of the ACT Battery

(2) determine any differences existing among the six groups in the last grade reported prior to the senior year in high school in four subjects areas; namely, English, Mathematics, Social Studies, and Science.

(3) analyze the relationship of certain selected variables to status in one of the six groups

(4) identify the factors that led to the decision of some graduates not to attend college or take postsecondary training

(5) ascertain the reasons why some graduates did not attend Grambling College

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[1]The American College Tests may be taken while a student is in high school as a part of the ACT National testing programs. Many students do not take the tests while in high school and therefore must take it at a college in a residual testing program prior to enrolling at the college.

(6) determine the post-high school educational and vocational training plans for those graduates who had neither college work nor vocational training

Subjects and Variables Investigated

The subjects in this research included all seniors in high school who took the ACT Battery during the period October 1969-July 1971 and who requested that their scores and profile data be submitted to Grambling College.

The variables that were investigated for all graduates were as follows:

(1) Sex
(2) Choice of Grambling College--first, second, or third
(3) Size of high school senior class
(4) Enrollment in high school honors or advanced placement program
(5) Out-of-class achievements during high school
(6) Proposed college educational major
(7) Financial assistance needed during college
(8) Special academic programs desired while in college
(9) Assistance needed in specific academic areas
(10) College extra-curricular plans
(11) Performance on ACT Battery
(12) High school grades

The variables investigated for those graduates who did not attend Grambling College, and who responded to a questionnaire were as given below:

(1) Postsecondary education or training
(2) Location of college or school attended
(3) Reasons for not attending a college or school
(4) Reasons for not attending Grambling College
(5) Residence at time ACT taken
(6) Plans to attend college or take postsecondary training
(7) Status in high school graduating class

Limitations of the Research

This research utilizes data from two sources: (1) data from the profile sent by the American College Testing Program to Grambling College (as a result of the high school senior identifying it as one of three colleges he would like to attend) and (2) data obtained by way of a questionnaire sent to all high school graduates for whom profile reports were available, but who had not matriculated at Grambling College prior to August 21, 1972.

A total of 3,385 individual profile reports were used in the study. Of this number, 1,032 of the high school graduates had enrolled at least once at Grambling College, while 2,353 of the graduates had not enrolled at the College as of August 21, 1972 (the beginning of the Fall Semester, 1972-73). Returned questionnaires were received from 1,056 or about 45 percent of the 2,353 high school graduates. Thus, the research based upon questionnaire responses is limited to the responses of 1,056 or 45 percent of the 2,353 graduates to whom a questionnaire was sent.

II. METHODS OF PROCEDURE

The data for this research were obtained from individual profile reports sent to Grambling College by the American College Testing Program and from questionnaires returned to the investigator from high school graduates who had not attended Grambling College.

Collection of the Data

Individual profile reports were housed at the College Testing Center and were made available for use. Each high school graduate for whom a profile report was available was assigned a specific code number which was used to identify the graduate throughout the research. In keeping with the design of the research, selected data and information from the ACT profiles were coded and punched on Hollerith cards for processing at the College Computing Center. A total of 3,385 profile reports were researched in this investigation.

Complete rosters of all students enrolled at the College for each of the school sessions beginning with the Spring Semester 1969-70 were made available to the investigator. From these rosters, it was determined which of the 3,385 high school graduates who had ACT scores reported to the College actually enrolled. A total of 1,032 or about 30 percent had enrolled, while 2,353 or about 70 percent had not enrolled.

In order to satisfy the demands inherent in some of the objectives of the research, a questionnaire, accompained by a letter of explanation, was sent to the 2,353 high school graduates who had not enrolled at the college.[1] Initial mailing of the questionnaires was during the second week of May. A second questionnaire was sent during the first week in June to all graduates from whom the initial questionnaire had not been received. A third questionnaire was sent to a ten percent random sample of non-respondents during the last week in June.

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[1]A copy of the profile report form and a copy of the questionnaire are found in the Appendix.

Of the 2,353 graduates included in the questionnaire group, a total of 1,056 or approximately 45 percent of the graduates returned the questionnaire.[1] Data from the returned questionnaires were coded and punched in Hollerith cards for processing at the College Computing Center.

Methods of Analysis

Profile data were available for 3,385 high school graduates and questionnaire data were available for 1,056 of these graduates. Upon receiving all returned questionnaires, it was possible to determine a group status for each of the 3,385 graduates. The six identifiable groups were as follows:

(1) Graduates that attended Grambling College
(2) Graduates that attended another predominantly black college
(3) Graduates that attended a predominantly white college
(4) Graduates that took postsecondary training
(5) Graduates that had neither enrolled in a college nor taken postsecondary training
(6) Graduates that did not respond to the questionnaire

Selected variables[2] from the profile reports were analyzed and comparisons made among all six groups. Based upon responses on the questionnaires, variables were analyzed and comparisons made among those graduates that (1) attended another college; (2) took postsecondary training, and (3) neither enrolled in college nor took postsecondary training. Statistical tests were employed to determine the significance of differences among all sets of ACT scores as well as among grades by designated group. The findings were presented in tabular form with appropriate explanation.

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[1]A 45 percent return in survey-type research migh appear to be small and the data might not represent the total group. The investigator was concerned about the 55 percent that did not respond to the questionnaire. While the reasons for not returning the questionnaire were not known to the investigator, some facts warrant mentioning. Some of the graduates completed high school as early as January, 1970 and they might not have felt the importance of completing and returning a questionnaire sent to them so long after graduating from high school. The group was relatively young (late adolescence and early adulthood) and might not have attached much importance to the survey. The name and address used were those given at the time that the ACT was taken. Returned questionnaires attest to the tremendous mobility of many high school graduates and it might be that many graduates never received the questionnaire although "Please Forward, if necessary" was imprinted on the envelope. Perhaps the disenchantment of some of the graduates with the schooling and educational process showed itself in their not returning the questionnaire.

[2]See page 8, "Subjects and Variables Investigated".

III. RESULTS OF THE RESEARCH

The results of this investigation are presented in two major sections; namely, Characteristics of the Total Group and Other Characteristics of the Questionnaire Group. Subsections will be found under each of the two major sections. The results will be presented in tabular form with narration.

Characteristics of the Total (Profile) Group

The data on the individual profile reports for the 3,385 seniors[1] were grouped under five headings: academic potentials; educational aspirations; educational and personal needs; out-of-class achievements, and other characteristics (state of residence at the time the American College Testing Program was taken and size of high school graduation class). The total group of seniors was categorized into six groups based upon post-high school status. The six groups were those that (1) attended Grambling College; (2) attended another predominantly black college; (3) attended a predominantly white college; (4) took post-secondary training; (5) had no additional education or training after high school, and (6) did not respond to a questionnaire sent to them by the investigator. Complete data were not found on the profile for every senior, thus the responses by group and by total will vary. Further, inasmuch as the data for two or more variables are presented in tables for purposes of comparison and contrast, the number of seniors by group will tend to vary throughout the tables.

Academic Potentials

Three indices generally accepted as being indicative of academic potential are included in the ACT profile. These indicators of potentials are included primarily for college administrators, admission officers, counselors, and teachers and two of them tend to correlate rather acceptably with grades earned in college, particularly those earned during the freshman year. The three indices of academic potential are (1) performance on the ACT Battery in four subject matter areas (English; Mathematics; Social Science, and Natural Science); (2) last grades earned in English, Mathematics, Social Science, and Natural Science prior to taking the ACT Battery, and (3) participation in advanced courses and high school honors programs.

Performance on ACT Battery

As stated above, the ACT Battery consists of standardized tests in the subject matter areas of English, Mathematics, Social Science, and Natural Science. Generally, students during their high school years will take about three to four units in English; two to three units in Mathematics; three to four units in Social Science, and two to three

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[1] Senior and graduate are used interchangeably in the investigation.

units in Natural Science. Inasmuch as high school seniors who take the ACT tend to be college prone, it is likely that most of the seniors in this study earned no less than the number of units given above and most likely earned more. This would be true particularly for those who were enrolled in a college preparatory curriculum.

As expected, there were some rather noticeable differences among the groups in performance on the subtests of the ACT Battery. Table 1 below presents the percentage of seniors making scores in various test score intervals on the ACT English Test. Over one-half of the post secondary training group made scores less than eleven and almost 50 percent of the non-respondents made scores less than eleven. Less than 30 percent of the postsecondary and non-respondent groups made scores above 15, while only 30 percent of the Grambling group made scores above 15. Forty-two percent of the seniors that attended predominantly white colleges made scores above 15, however, five percent made scores less than six. The highest mean score was earned by those seniors that attended predominantly white institutions and the lowest mean score was earned by the group that took postsecondary training.

TABLE 1. Percentage of Seniors in Various Test Score Intervals of the ACT English Test.*

SCORE INTERVAL	ATTENDED			POST SECONDARY TRAINING	NO ADDITIONAL EDUCATION	NON-RESPONDENTS
	GRAMBLING	BLACK COLLEGE	WHITE COLLEGE			
26 or above						
21-25	3	5	7	2	5	3
16-20	27	30	35	13	26	24
11-15	25	23	26	29	23	25
6-10	36	36	27	44	35	41
1-5	9	6	5	12	11	7
Mean	11.85	12.64	13.55	9.87	11.70	11.63
Sd	4.67	5.11	4.94	4.54	5.32	5.67
N	1,031	481	375	55	148	1,293

*If the percentage of scores in the interval 26 or above was less than one, it was included in the interval 21-25.

For the mathematics test, Table 2 below shows that at least 30 percent of the graduates that attended Grambling; took postsecondary training; had no additional education, and the non-respondents made scores less than 11. At least 30 percent of the graduates that attended predominantly black institutions and predominantly white institutions made scores above 15. Twenty-four percent of the Grambling enrollees and a similar percent of the seniors that had no additional education or training made scores greater than 15.

In terms of mean scores, the attendants at predominantly white institutions earned a mean of 13.54, the highest of any group. The mean for attendants at predominantly black institutions was 12.91, while the mean for Grambling enrollees (12.48) was slightly less than the mean for the non-respondents.

TABLE 2. Percentage of Seniors Making Scores in Various Test Score Intervals of the ACT Mathematics Test.*

SCORE INTERVAL	ATTENDED			POST SECONDARY TRAINING	NO ADDITIONAL EDUCATION	NON-RESPONDENTS
	GRAMBLING	BLACK COLLEGE	WHITE COLLEGE			
26 or above	1	2	2		2	1
21-25	3	4	6	4	2	4
16-20	20	22	23	18	20	22
11-15	45	43	44	44	41	43
6-10	24	23	19	24	31	24
1-5	7	6	6	14	4	6
Mean	12.48	12.91	13.54	11.23	12.43	12.72
Sd	5.07	4.93	5.16	4.92	4.61	4.80
N	1,032	481	375	55	148	1,292

*If the percentage of scores in the interval 26 or above was less than one, it was included in the interval 21-25.

The performances of the various groups on the Social Science test were generally lower than on the other three tests. Looking at the bottom two intervals in Table 3, it shows that only for the group that attended white colleges did less than 50 percent make scores less than 11. Quite noticeable is the 13 percent of attendants at white colleges that made scores above 20. The highest mean score was made by the

enrollees at predominantly white colleges and the group that took post-secondary training again earned the lowest mean score.

TABLE 3. Percentage of Seniors Making Scores in Various Test Score Intervals of the ACT Social Science Test.*

SCORE INTERVAL	ATTENDED			POST SECONDARY TRAINING	NO ADDITIONAL EDUCATION	NON-RESPONDENTS
	GRAMBLING	BLACK COLLEGE	WHITE COLLEGE			
26 or above		1	2		1	
21-25	5	6	11	4	5	6
16-20	14	16	18	11	16	12
11-15	19	22	27	14	20	23
6-10	46	40	34	53	43	48
1-5	16	15	8	18	15	11
Mean	10.27	11.06	12.62	9.38	10.61	10.56
Sd	5.41	5.56	6.06	5.02	5.54	5.69
N	1,031	479	374	55	148	1,293

*If the percentage of scores in the interval 26 or above was less than one, it was included in the interval 21-25.

The highest mean scores on the four subtests were earned on the subtest in Natural Science. In fact, each of the groups made a higher score on the Natural Science test than any of the other three tests. The percentage of seniors in the groups making a score less than 11 was not as great as for the other tests, however, the percentage making scores higher than 20 was not appreciably greater. Thus, it would appear from Table 4 that the higher means on the Natural Science test for the groups reflected larger percentages of them having made scores in the range of 11-20. Also, the Natural Science test was the only subtest for which at least one percent of the seniors in each of the groups made scores in the top interval.

It might be noted that the smallest standard deviations generally were for scores on the Natural Science test. Those graduates attending predominantly white institutions earned a mean of 15.38, the highest mean for any group, while those that had no additional education or training and those that did not respond had slightly higher means than

the enrollees at Grambling, but not as high as the enrollees at other predominantly black institutions.

TABLE 4. Percentage of Seniors Making Scores in Various Test Score Intervals of the ACT Natural Science Test.

SCORE INTERVAL	ATTENDED			POST SECONDARY TRAINING	NO ADDITIONAL EDUCATION	NON-RESPONDENTS
	GRAMBLING	BLACK COLLEGE	WHITE COLLEGE			
26 or above	2	2	1	4	3	1
21-25	3	5	9		3	4
16-20	26	31	36	16	24	28
11-15	51	45	44	45	53	52
6-10	13	15	9	29	15	13
1-5	5	2	1	6	2	2
Mean	13.73	14.41	15.38	12.32	14.08	14.02
Sd	4.52	4.46	4.34	4.61	4.53	4.38
N	1,031	479	374	55	148	1,293

The differentiation among the six groups is shown again in Table 5. The composite score of the ACT is an average of the four scores made by a senior on the ACT Battery. None of the seniors that took postsecondary training made a score as high as 21 and only for two groups (attended black college and no additional education) did as much as one percent make scores in the top interval. Less than one percent of the students attending black institutions made scores less than 6, although two percent of Grambling College matriculants did so. The percentage of seniors attending white colleges that made composite scores above 15 was larger than the percentage attending black colleges and twice as large as the percentage attending Grambling College.

Considering the seniors that attended college and using the mean as the point of reference, it appeared that the highest performers tended to enroll at the predominantly white colleges and the lowest at Grambling College. This pattern was true for each of the subtests and the total test. The lowest performers of any of the groups, irrespective to test, was the group that took postsecondary training. Again looking across Tables 1-5, the performances of the non-respondent group on many of the tests were quite similar to the performances of Grambling College enrollees.

TABLE 5. Percentage of Seniors Making Composite Scores in Various Test Score Intervals of the ACT Battery.*

SCORE INTERVAL	ATTENDED			POST SECONDARY TRAINING	NO ADDITIONAL EDUCATION	NON-RESPONDENTS
	GRAMBLING	COLLEGE	COLLEGE			
26 or above		1			1	
21-25	2	3	4		4	2
16-20	15	20	30	7	14	15
11-15	48	47	48	44	48	49
6-10	33	29	17	45	30	33
1-5	2		1	4	3	1
Mean	12.18	12.88	13.93	10.78	12.41	12.34
Sd	4.96	4.85	4.82	4.70	4.68	5.06
N	1,032	479	374	55	148	1,291

*If the percentage of scores in the interval 26 or above was less than one, it was included in the interval 21-25

Tables 1-4 depict the percentage distribution of scores of each of the groups. Also shown were the mean scores for each of the subtests of the ACT Battery. An attempt was made to determine if the differences noted among the means of subtests and test means by group were significantly different. Table 6 shows the results of an analysis of scores made by the seniors on the subtests of the ACT Battery. Differences between at least two means of the subtests were found to be statistically significant beyond the one percent level of confidence. Inasmuch as the analysis of variance revealed a statistically significant difference to exist between at least two means of the four subtests, the Tukey (a) test was employed to determine which subtest means were significantly different. The Tukey (a) test showed the social science mean (10.76) to be significantly lower than each of the other means; namely, English (12.03); mathematics (12.14), and natural science (14.12). Further, the mean for natural science was significantly higher from the other three means.

TABLE 6. Analysis of Variance of Scores Made by Seniors on the ACT Battery.

SOURCE OF VARIATION	df	ss	ms	f
Tests	3	19,902	6,634.00	256.73**
Groups	5	4,278	855.78	33.11**
Interaction	15	671	44.73	1.73
Within	13,504	349,053	25.84	
Total	13,527	373,905		

When the Tukey (a) procedure was employed to test for significant differences among group (composite) means, it was found that the mean for the postsecondary training group (10.70) was significantly lower than the means for each of the other five groups; namely, non-respondent (12.09); no additional education (12.21); Grambling College (12.23); black college (12.76), and white college (13.76). Moreover, the mean for the white college group was significantly greater than the mean for any ot the groups.

High School Grades

Another indication of the academic potential of seniors in high school is their high school grade average. At the time the senior takes the ACT Battery he is asked to list the last grade made in each of four subject matter areas prior to taking the ACT. The investigator assigned scores to the grades such that an A = 4; B = 3; C = 2; D = 1, and F = 0. The high school average, reported later, was simply an average of grades reported.

As can be seen in Tables 7-10, the groups of graduates expectedly performed somewhat differently in the four subject matter courses of English, Mathematics, Social Science, and Natural Science. Using percentage distribution by groups, Table 7 shows that not only did white colleges attract the largest percentage of seniors making an A in English, but almost 61 percent of their enrollees made grades no less than B in English. Approximately 56 percent and 64 percent of the enrollees at Grambling College and other black colleges respectively made a B or better in their last English course prior to taking the ACT Battery. Perhaps it is worth noting that only the postsecondary training group and the group that had no additional education were not represented by at least 50 percent B's. Likely worth noting is that none of the postsecondary group had been assigned a failing grade.

TABLE 7. Last Grade Earned in English by Graduates Prior to Senior Year in High School.

GROUP	N	LAST GRADE EARNED IN ENGLISH PRIOR TO SENIOR YEAR									
		A		B		C		D		F	
		N	%	N	%	N	%	N	%	N	%
Attended Grambling	1013	160	15.8	407	40.2	376	37.1	62	6.1	8	0.8
Attended Black College	471	83	17.6	217	46.1	155	32.9	14	3.0	2	0.4
Attended White College	373	70	18.8	157	42.1	115	30.8	29	7.8	2	0.5
Post Secondary Training	53	6	11.3	16	30.2	28	52.8	3	5.7	0	0.0
No Additional Education	144	21	14.6	44	30.6	60	41.7	14	9.7	5	3.4
Non-Respondents	1267	151	12.0	513	40.5	492	38.8	103	8.1	8	0.6
Total	3321	491	14.8	1354	40.8	1226	36.9	225	6.8	25	0.7

The general performance of the seniors in their last course in Mathematics was not as high as in their English course. Only about 40 percent of the group made B or higher in their last Mathematics course as shown in Table 8. The black college group received the highest percent (45) of enrollees making a B or better. Approximately 10 percent of the Grambling enrollees earned an A and about one percent had earned a failing grade. About 40-45 percent of each of the groups received a C and the percentage in each group receiving a D in Mathematics was higher than the percentage receiving a D in any of the other three courses.

TABLE 8. Last Grade Earned in Mathematics by Graduates Prior to Senior Year in High School

GROUP	N	LAST GRADE EARNED IN MATHEMATICS PRIOR TO SENIOR YEAR									
		A		B		C		D		F	
		N	%	N	%	N	%	N	%	N	%
Attended Grambling	956	98	10.3	289	30.2	423	44.3	134	14.0	12	1.3
Attended Black College	434	55	12.7	142	32.7	175	40.3	55	12.7	7	1.7
Attended White College	348	47	13.5	101	29.0	148	42.5	49	14.0	3	0.9
Post Secondary Training	47	3	6.4	9	19.1	20	42.6	14	29.8	1	2.1
No Additional Education	130	8	6.1	41	31.5	56	43.1	20	15.4	5	3.9
Non-Respondents	1199	107	8.9	354	29.5	535	44.6	182	15.2	21	1.8
Total	3114	318	10.2	936	30.1	1357	43.4	454	14.6	49	1.6

The highest grades undoubtedly were earned in social science. Approximately 61 percent of the 3,076 seniors whose social science grades are reported in Table 9 received an honor grade (B or better). Sixty-one percent of the enrollees at Grambling received a B or better, which was not as high as the 64 percent that enrolled at predominantly white colleges. The 71 percent that attended predominantly black colleges who made honor grades in social science was the highest percentage of any group making honor grades in any course. The smallest percentage of failing grades for the total group of seniors was in social science even though the highest percent of failing grades made by any group was in social science (4.2 percent, for the postsecondary training group).

Almost 49 percent of the 2,751 seniors whose grades are reported in Table 10 made a B or better in the last course taken in natural science prior to taking the ACT Battery. Although at least 53 percent of the enrollees at black colleges and white colleges made honor grades, slightly less than 50 percent of the enrollees at Grambling made an honor grade, while 61 percent of the seniors that took postsecondary training earned an honor grade in natural science. No enrollees at black colleges and none of the seniors that took postsecondary training was assigned a failing grade.

TABLE 9. Last Grade Earned in Social Science by Graduates Prior to Senior Year in High School

GROUP	N	LAST GRADE EARNED IN SOCIAL SCIENCE PRIOR TO SENIOR YEAR									
		A		B		C		D		F	
		N	%	N	%	N	%	N	%	N	%
Attended Grambling	920	183	19.9	379	41.2	316	34.3	40	4.4	2	0.2
Attended Black College	442	116	26.2	200	45.3	107	24.2	18	4.1	1	0.2
Attended White College	354	75	21.2	153	43.2	113	31.9	13	3.7	0	0.0
Post Secondary Training	48	7	14.6	16	33.3	22	45.8	1	2.1	2	4.2
No Additional Education	133	17	12.8	51	38.4	51	38.4	12	9.0	2	1.5
Non-Respondents	1179	199	16.9	487	41.3	410	34.8	79	6.7	4	0.3
Total	3076	597	19.4	1286	41.8	1019	33.1	163	5.3	11	0.4

TABLE 10. Last Grade Earned in Natural Science by Graduates Prior to Senior Year in High School

GROUP	N	LAST GRADE EARNED IN NATURAL SCIENCE PRIOR TO SENIOR YEAR									
		A		B		C		D		F	
		N	%	N	%	N	%	N	%	N	%
Attended Grambling	827	90	10.9	307	37.1	364	44.0	62	7.5	4	0.5
Attended Black College	393	55	14.0	155	39.4	163	41.5	20	5.1	0	0.0
Attended White College	306	39	12.8	133	43.5	105	34.3	25	8.1	4	1.3
Post Secondary Training	44	5	11.4	22	50.0	15	34.1	2	4.6	0	0.0
No Additional Education	115	10	8.7	45	39.1	45	39.1	13	11.3	2	1.7
Non-Respondents	1066	91	8.5	391	36.7	469	44.0	106	9.9	9	0.8
Total	2751	290	10.5	1053	38.3	1161	42.2	228	8.3	19	0.7

It might be assumed that this group of seniors was college-prone, otherwise they would not have needed to take the ACT. Likewise, it might be assumed that their grades in the four courses were, on the average, higher than their peers that did not take the ACT. It is sometimes assumed that a regional gradient is found in grading and that secondary teachers in the South tend to be more lenient in their grading practices. This investigation of course cannot test the last assumption. It is worth noting, however, that from 33 percent to about 44 percent of the grades assigned in these four course areas were C's, and from about 39 percent to about 60 percent were C's and below.

Means and standard deviations for grades earned in each of the four courses and the average of grades, by group and total of groups are presented in Table 11 below. The total grade point average by course shows that the highest GPA was earned in social science, with English next, followed by natural science and mathematics. The attendants at black colleges had a high school average of 2.69; those at white colleges, 2.63. Interestingly, the attendants at black colleges had the highest grade point average for each of the courses, followed by attendants at white institutions and at Grambling College in that order.

TABLE 11. Means and Standard Deviations of Grade Points of Seniors in Selected Courses, by Group

	ENGLISH		MATHEMATICS		SOCIAL SCIENCE		NATURAL SCIENCE		TOTAL	
GROUP	M	Sd	M	Sd	M	Sd	M	Sd	M	Sd
Attended Grambling	2.64	.84	2.34	.89	2.76	.83	2.50	.81	2.56	.86
Attended Black College	2.77	1.01	2.42	.92	2.93	.83	2.62	.79	2.69	.85
Attended White College	2.70	.90	2.40	.92	2.81	.83	2.58	.86	2.63	.88
Post Secondary Training	2.47	.77	1.97	.92	2.52	.91	2.68	.73	2.41	.87
No Additional Education	2.43	.97	2.20	.92	2.51	.90	2.41	.88	2.39	.75
Non-Respondents	2.54	.85	2.28	.90	2.67	.86	2.42	.81	2.48	.81
Total	2.62	.84	2.32	.91	2.74	.85	2.49	.83	2.54	.89

Table 12 is an analysis of variance of grade point means earned by the high school seniors in the four subjects. The analysis of variance showed that significant differences existed between at least two grade point means when the means were analyzed by course and by group.

TABLE 12. Analysis of Variance of Grade Point Averages of Seniors in English, Mathematics, Social Science, and Natural Science.

SOURCE OF VARIATION	df	ss	ms	f
Subjects	3	291.24	97.08	135.02
Groups	5	80.96	16.19	22.51
Interaction	15	16.48	1.09	1.51
Within	12,238	8,802.28	.719	
Total	12,261			

Inasmuch as the analysis of variance revealed significant differences to have existed beyond the one percent level of confidence, the Tukey (a) test was employed to determine which of the means for subjects were significantly different. The results of the test revealed that each of the means was significantly different from each of the other means.

The Tukey (a) test when applied to group means (Table 11) revealed that the means for the "no additional education" group and the "post-secondary training" group were significantly lower than each of the means for the three groups of college attendants. The mean for the "non-respondents" differed significantly only from the means for attendants at black colleges and at white colleges, but not from the mean of Grambling College enrollees.

It was noted that the mean scores of the subject matter tests of the ACT and the grade point averages of the corresponding courses did not appear to parallel for the group of seniors. The rank order (from highest to lowest) of means of the ACT scores was natural science, mathematics, English, and social science, whereas the rank order for subject matter grade means was social science, English, natural science, and mathematics. Thus, these high school seniors earned their highest grades in social science and performed poorest on the social science subtest of the ACT.

Participation in Advanced Courses and High School Honors Program

Many of the high school graduates had an opportunity to participate in high school honors or advanced Placement Programs as shown in Table 13. Of the 3,219 graduates that indicated if they had participated in such programs, 1,394 or 43 percent responded that they had. Of these, 581 or 18 percent indicated Grambling as a first choice, but only 326 enrolled. Approximately 45 percent of the graduates that attended college had participated in an honors or advanced Placement Program during high school, while about 40 percent of the graduates that took postsecondary training and 31 percent of the graduates that had no additional education had participated in such programs while in high school. It was interesting to note that of the students who attended Grambling and had indicated it as a second choice, the larger percentage

had participated in honors or advanced placement programs while in high school.

TABLE 13. Distribution of High School Seniors by Enrollment in High School Honors or Advanced Placement Programs and Indicated Choice of Grambling College

GROUP	HIGH SCHOOL HONORS	GRADUATES INDICATING GRAMBLING AS FIRST CHOICE		SECOND CHOICE		THIRD CHOICE		N	% OF GROUP TOTAL	% OF ALL GRADUATES
		N	% OF GROUP TOTAL	N	% OF GROUP TOTAL	N	% OF GROUP TOTAL			
Attended Grambling	YES	326	33.19	84	8.55	41	4.17	451	45.92	14.01
	NO	413	42.05	69	7.02	49	4.98	531	54.07	16.49
Attended Black College	YES	48	10.43	93	20.21	65	14.13	206	44.78	6.39
	NO	59	12.82	121	26.30	74	16.08	254	55.21	7.89
Attended White College	YES	42	11.53	83	22.80	42	11.53	167	45.87	5.18
	NO	52	14.28	86	23.62	59	16.20	197	54.12	6.11
Post Secondary Training	YES	10	18.86	6	11.32	5	9.43	21	39.62	0.65
	NO	16	30.18	11	20.75	5	9.43	32	60.37	0.99
No Additional Education	YES	18	12.50	17	11.80	9	6.25	44	30.55	1.36
	NO	51	35.41	31	21.52	18	12.50	100	69.44	3.10
Non-Respondents	YES	137	11.26	196	16.11	172	14.14	505	41.52	15.68
	NO	224	18.42	280	23.02	207	17.02	711	58.47	22.08
Total	YES	581	18.04	479	14.88	334	10.37	1394	43.30	43.30
	NO	815	25.31	598	18.57	412	12.79	1825	56.69	56.69

Table 14 depicts data on the enrollment of the seniors by sex in high school honors and advanced Placement Programs. Over one-half of the females that attended predominantly white colleges had enrolled in such programs while in high school, while in none of the other groups did as many as 50 percent of either sex participate in such programs. Percentagewise, less males and less females attending predominantly black colleges than attended Grambling College had enrolled in honors or advanced programs while in high school. Males who later took post-secondary training had no experiences, however rather significantly, approximately 45 of the females in this group had such experiences. Female non-respondents, more so than any other group of females except those that attended Grambling or the predominantly white colleges, tended to have enrolled in secondary school honors or advanced placement programs.

The below findings were all the more interesting when the data were analyzed in terms of the relationship between size of high school graduating class and participation in honors or advanced Placement Programs. If the size of a high school graduating class is a reasonable indicator of the total high school pupil enrollment and if honors and advanced Placement Programs are more likely to be found in the larger high schools, the data in Table 15 would suggest that these programs were either not in the largest high schools or for some reason these graduates did not participate in the programs.[1]

Almost 52 percent of the graduates attending predominantly black colleges that had participated in honors or advanced Placement Programs were graduated in high school classes consisting of 100-399 graduates. In no other category of high school size for any of the groups was the percentage as high as 50.

TABLE 14. Distribution of High School Seniors by Enrollment in High School Honors or Advanced Placement Programs and by Sex.

		ENROLLMENT IN HONORS OR PLACEMENT PROGRAM											
		MALE				FEMALE				TOTAL			
		YES		NO		YES		NO		YES		NO	
GROUP	N	N	%	N	%	N	%	N	%	N	%	N	%
Attended Grambling	982	160	41.1	229	58.9	291	49.0	302	51.0	451	45.9	531	54.1
Attended Black College	460	68	33.0	138	67.0	108	42.5	146	57.5	176	38.3	284	61.7
Attended White College	364	50	36.0	89	64.0	117	52.0	108	48.0	167	45.9	197	54.1
Post Secondary Training	53	0	0	6	100.0	21	44.7	26	55.3	21	39.6	32	60.4
No Additional Education	144	15	25.0	45	75.0	29	34.5	55	65.5	44	30.6	100	69.4
Non-Respondents	1216	218	35.8	391	64.2	287	47.3	320	52.7	505	41.5	711	58.5
Total	3216	511	36.3	898	63.7	853	41.1	957	52.9	1364	42.4	1855	51.6

[1]One possible explanation of this is that traditional white high schools in the deep South were being desegregated and some traditional black high schools were being "phased out". The decision of a transfer student to enroll in or his eligibility for enrolling in an honors or advanced Placement Program might have been based on such personal and "administrative" factors as to limit the number of transfer students in these programs.

TABLE 15. Distribution of Graduates by Size of High School Graduating Class and by Participation in High School Honors or Advanced Placement Programs.

GROUP	PARTICIPATED IN HONOR ADVANCED PROGRAM	SIZE OF HIGH SCHOOL GRADUATING CLASS								Total	
		1 - 24		25 - 99		100 - 399		400 or more			
		N	%	N	%	N	%	N	%	N	%
Attended Grambling	YES	40	9.2	191	43.9	174	40.0	30	6.9	435	100.0
	NO	54	10.5	196	38.1	207	40.3	57	11.1	514	100.0
Attended Black College	YES	12	5.9	62	39.6	105	51.7	24	11.8	203	100.0
	NO	14	5.6	83	33.5	117	47.2	34	13.7	248	100.0
Attended White College	YES	8	4.8	57	34.1	72	43.1	30	18.0	167	100.0
	NO	15	7.7	43	21.9	98	50.0	40	20.4	196	100.0
Post Secondary Training	YES	4	21.1	8	42.1	4	21.0	3	15.8	19	100.0
	NO	2	6.2	15	46.9	12	37.5	3	9.4	32	100.0
No Additional Education	YES	9	20.9	15	34.9	16	37.2	3	7.0	43	100.0
	NO	13	13.3	36	36.7	34	34.7	15	15.3	93	100.0
Non-Respondents	YES	29	5.8	183	36.9	221	44.6	63	12.7	496	100.0
	NO	52	7.5	211	30.2	325	46.5	110	15.8	698	100.0
Total	YES	102	7.5	516	37.9	592	43.4	153	11.2	1363	100.0
	NO	150	8.4	584	32.7	793	44.4	259	14.5	1786	100.0

Educational Aspirations

One section of the student profile report of the ACT Battery reports information on two important aspects of the student's plans. It is reasonable to assume that most of the students that took the ACT Battery planned to complete high school and enroll in college as it was not a requirement for graduating from high school nor a requirement for enrolling in post high school trade, business, or industrial schools. Thus the section requesting information about level of educational aspirations (plans for post high school education), proposed college educational major and vocational choice and specific college programs desired are inter-related and are significant clues to the educational aspirations of these high school students. Inasmuch as there is a close relationship between the proposed college educational major and vocational choice of students, only the former is included in this study.

Educational Level of Aspiration

There are no doubt many factors which coalesced leading to the level of aspiration of these high school graduates. Certain inferences might be made from characteristics noted in the total grop investigated. For example, 73 percent were from the State of Louisiana (still a somewhat rural and not highly industrialized state), 35 percent graduated from high school in classes less than 100, over 50 percent had not participated in honors or advanced placement programs, about 44 percent were males,[1] and over 86 percent expressed plans to seek financial aid while in college.

Table 16 shows the level of educational aspiration of these graduates at the time that the ACT Battery was taken according to their post high school grouping. There are some noticeable differences in level of aspiration in the total group. For example, there was an increase in level of aspiration for the entire group from the earning of a high school diploma thru the earning of the bachelor's degree with a decrease in higher degrees. These differences tended to be true for each of the groups of graduates. Some differences can be noted among the six groups for each of the levels of educational aspiration. It was noted that the distribution of levels of aspiration for the non-respondents tended to resemble the college attendants more so than those that did not attend college.

The percentage of graduates in each of the groups that designated "other" as the category in level of aspiration appears somewhat high and is not readily interpreted. While less than nine percent of the graduates that attended college aspired to a two-year college degree, approximately 23 and 25 percent of the graduates that took postsecondary training and had no additional education or training respectively,

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[1] Historically, the black male high school graduate has a poorer chance statistically of attending college than the white male high school graduate or the black female high school graduate.

aspired to a two-year college degree.

TABLE 16. Level of Educational Aspiration of High School Graduates, by Percent

GROUP	N	HIGH SCHOOL DIPLOMA	VOCATIONAL, TECHNICAL CERTIFICATE (LESS THAN TWO-YEARS)	TWO-YEAR COLLEGE DEGREE	BACHELOR'S DEGREE	ONE OR TWO-YEAR GRADUATE OR PROFESSIONAL STUDY	DOCTORATE, PH.D. OR ED.D.	M.D. OR D.D.S.	LAW DEGREE	BACHELOR OF DIVINITY	OTHER
Attended Grambling	1005	2.68	1.89	8.85	37.22	23.68	12.14	1.99	1.49	1.09	8.95
Attended Black College	476	1.68	2.31	6.51	34.45	25.00	15.12	2.31	3.99	1.26	7.35
Attended White College	373	0.53	2.14	7.23	37.53	26.54	10.45	3.75	2.94	0.80	8.04
Post Secondary Training	55	5.45	1.81	25.45	32.72	12.72	3.63	0	1.81	1.81	14.54
No Additional Education	146	1.36	2.73	22.60	29.45	13.69	10.95	2.05	4.10	1.36	11.64
Non-Respondents	1278	2.50	2.73	11.73	33.25	21.98	11.18	2.97	2.97	1.40	9.53
Total	3333	2.22	2.34	10.32	34.92	22.92	11.82	2.58	2.70	1.23	8.94

If the data in Table 16 are analyzed in terms of the percentage of graduates in each group that aspired to less than a bachelor's degree, certain important differences are noted. For example, less than 10 percent of the graduates that attended predominantly white college had aspired to less than a bachelor's degree while seniors in high school. On the other hand, 13 percent and slightly over 10 percent of those that attended Grambling College and other predominantly black colleges respectively aspired, while seniors in high school, to less than a bachelor's degree. Approximately 33 percent and 27 percent of the graduates that took postsecondary training and had no additional education

respectively aspired to less than a bachelor's degree while in high school. In this regard, it is perhaps significant that approximately 17 of the non-respondents aspired to less than a bachelor's degree while seniors in high school.

The educational aspirations of the group that had no additional education or training is revealing. As forementioned, 17 percent aspired to less than a bachelor's degree. However, about 29 percent aspired to earn a college bachelor's degree, while 32 percent aspired to even higher degrees. Combining doctoral categories (Ph.D., Ed.D., M.D. and D.D.S.) a variation among the six groups was noted that ranged from 3.63 percent (postsecondary training) to 17.43 percent (black college attendants). With the history of blacks earning a doctorate degree as the point of reference, these percentages represent obviously unrealistic high levels of aspiration. Perhaps no less realistic was the four percent of the "no additional education" group for a law degree.

Over 40 percent of the group of graduates that attended college as well as over 40 percent of the group that did not respond to the questionnaire had educational aspirations that exceeded the earning of a college baccalaureate degree. For those that attended college, 40 percent of those that attended Grambling; 48 percent of those that attended predominantly black colleges, and 44 percent of those that attended predominantly white colleges aspired, while seniors in high school, to post-college education. Grambling College offered only the bachelor's degree, however some of the black and white colleges that these graduates attended offered graduate and/or professional training.

While it might appear that the level of educational aspiration of the high school seniors would correspond to the highest degree offered, the data in Table 17 do not substantiate such an assertion. For example, approximately 39 percent of the total group that listed Grambling College as first choice aspired to a level of educational aspiration higher than could be fulfilled at Grambling College. Thirty-eight percent of those graduates that listed Grambling College as first choice and attended Grambling College, aspired to a level of educational aspirations higher than the college bachelor's degree. For those that listed Grambling College as second choice, 47 percent aspired to a level of aspiration higher than the bachelor's degree, and the corresponding figure for third choice was about 93 percent. In fact, with the exception of those graduates aspiring for a two-year degree and a law degree, the choice of the institution (Grambling College) had little relationship to the level of aspiration. Perhaps the interesting finding shown in Table 17, generally is the relative consistency among choices of percentages of the attendants of Grambling College for each of the levels of aspiration.

TABLE 17. Distribution of Graduates by Level of Educational Aspiration and by Indicated Choice of Grambling (In Percentages)

GROUP	CHOICE OF GRAMBLING	NUMBER	HIGH SCHOOL DIPLOMA	VOC. TECH. OR CERT. (Less than two years)	TWO-YEAR COLLEGE DEGREE	BACHELOR'S DEGREE	ONE OR TWO-YEAR GRAD. OR PROF. STUDY	DOCTORATE, PH.D. OR ED.D.	M.D. OR D.D.S.	LAW DEGREE	BACHELOR OF DIVINITY	OTHER
Attended Grambling	1	759	2.5	1.8	9.3	37.9	23.0	11.5	1.8	1.3	1.0	9.6
	2	157	3.8	1.9	5.1	33.1	26.7	14.0	2.5	3.2	0.6	8.2
	3	89	2.2	2.2	11.2	38.2	23.6	14.6	2.2	0	2.2	3.4
	Total	1005	2.7	1.9	8.8	37.2	23.7	12.1	2.0	1.5	1.1	9.0
Attended Black College	1	113	2.3	1.5	9.6	32.1	15.3	17.5	3.0	3.0	0.8	3.0
	2	217	0.9	2.3	7.4	33.6	28.1	14.3	1.8	4.6	0.5	6.4
	3	146	2.0	2.7	3.4	33.6	26.0	12.8	2.0	3.4	2.7	11.6
	Total	476	1.7	2.3	6.5	34.4	25.0	15.1	2.3	4.0	1.3	7.4
Attended White College	1	94	1.1	4.2	10.6	38.3	19.1	8.5	6.4	1.1	0	10.6
	2	176	0.6	1.1	5.7	36.4	31.2	10.8	2.8	3.4	1.1	6.8
	3	103	0	1.9	6.8	38.8	25.2	11.6	2.9	3.9	1.0	7.8
	Total	373	0.5	2.1	7.2	37.5	26.5	10.5	3.8	2.9	0.8	8.0
Post Secondary Training	1	27	3.7	0	25.3	33.3	14.8	3.7	0	0	0	18.5
	2	18	11.1	0	27.8	33.3	5.5	0	0	5.5	5.5	11.1
	3	10	0	10.0	20.0	30.0	20.0	10.0	0	0	0	10.0
	Total	55	5.6	1.8	25.5	32.7	12.7	3.6	0	1.8	1.8	14.5
No Additional Education	1	69	1.4	2.9	24.7	27.5	17.4	8.7	0	5.8	1.4	10.1
	2	49	2.0	2.0	18.4	36.7	6.1	14.3	6.1	0	0	14.3
	3	28	0	3.6	25.0	21.4	17.8	10.7	0	7.1	3.6	10.7
	Total	146	1.4	2.7	22.6	29.5	13.7	11.0	2.0	4.1	1.4	11.6
Non-Respondents	1	375	2.7	3.5	14.9	31.5	21.1	9.6	3.5	2.1	1.1	10.1
	2	502	2.4	2.2	11.1	34.5	22.1	11.5	1.6	3.4	2.0	8.8
	3	401	2.5	2.7	9.2	33.4	22.4	12.2	4.2	3.2	1.0	9.0
	Total	1278	2.5	2.7	11.7	33.3	22.0	11.2	3.0	3.0	1.4	9.2
Total	1	1437	2.4	2.4	11.9	35.6	21.4	11.2	2.6	1.9	1.0	9.5
	2	1119	2.1	2.0	9.4	34.5	24.5	12.2	2.1	3.5	1.3	8.3
	3	777	1.9	2.7	8.7	34.2	23.4	12.3	3.2	3.1	1.5	8.7
	Total	3333	2.2	2.3	10.3	34.9	22.9	11.8	2.6	2.7	1.2	8.9

An attempt was made to analyze levels of aspiration among the six groups in terms of enrollment of the graduates in secondary school honors and advanced placement programs. Generally, less than 50 percent of the graduates in each level of aspiration thru bachelor's degree in each group had enrolled in high school honors or advanced placement programs. The group identified as "attended black college" and "no additional education" that aspired to a high school diploma were the exceptions. Contrastingly, generally 50 percent or above of each of the groups that aspired to graduate or professional study, the doctorate degree, or a law degree had participated in a secondary honors or advanced placement program. The exceptions, as shown in Table 17, were for certain categories of levels of educational aspirations for the groups that attended black colleges, took postsecondary training, had no additional education and the non-respondents. Perhaps of interest is the fact that less than one-half of the attendants at "black colleges" and the graduates that had no additional education that aspired to a doctorate degree had enrolled in secondary school honors program. No less significant, perhaps, was the fact that less than 50 percent of the aspirants for a law degree among those who took postsecondary training, engaged in no additional education and did not respond to the questionnaire engaged in high school honors or advanced placement programs while in high school.

Considering the total figures in Table 17 which show the percentage of seniors in each level of aspiration that had engaged in high school honors courses, only in the instance of those aspiring for graduate or professional study and the doctorate degree did a larger percentage participate in secondary honors programs. Only about 46 percent of the aspirants for a law degree (requiring post college study) participated in a honors program while in high school. Only 41 percent of the graduates aspiring for the bachelor's degree participated in high school honors programs and about one-third of each of the groups aspiring for the high school diploma, a vocational-technical certificate or a 2-year college degree had such a secondary experience.

In general, these high school graduates were not lacking in a high and sometimes unrealistic level of aspiration. Obviously, many of their initial aspirations, at the time of the study, had been thwarted. The high percentage of drop-outs among blacks in institutions of higher learning would suggest pending disappointment for many who believe they have started along the road to the realization of their level of educational aspiration.

TABLE 18. Distribution of Educational Level of Aspiration by Enrollment in High School Honors Program. (In Percentages)

	EDUCATIONAL LEVEL OF ASPIRATION																			
	HIGH SCHOOL DIPLOMA		VOC., TECH. CERTIFICATE (LESS THAN TWO-YEARS)		TWO-YEAR COLLEGE DEGREE		BACHELOR'S DEGREE		ONE OR TWO-YEAR GRAD. OR PROF. STUDY		DOCTORATE, PH.D. OR ED.D.		M.D. OR D.D.S.		LAW DEGREE		BACHELOR OF DIVINITY		OTHER	
	HONORS		HONORS		HONORS		HONORS		HONORS		HONORS		HONORS		HONORS		HONORS		HONORS	
GROUP	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Attended Grambling	48.0	52.0	43.8	56.2	41.8	58.2	42.3	57.7	53.1	46.9	58.8	41.2	55.0	45.0	53.8	46.2	44.4	55.6	35.6	64.4
Attended Black College	25.0	75.0	44.4	55.6	36.7	63.3	41.2	58.8	52.9	47.1	47.2	52.7	33.3	66.7	50.0	50.0	16.7	83.3	48.5	51.5
Attended White College	50.0	50.0	28.6	71.4	40.7	59.3	45.3	54.7	56.2	48.3	56.4	43.6	58.3	41.7	60.0	40.0	33.3	66.7	16.7	83.3
Post Secondary Training	0	100.0	0	100.0	35.7	64.3	44.4	55.6	66.7	33.3	50.0	50.0	0	0	0	100.0	100.0	0	42.9	57.1
No Additional Education	50.0	50.0	25.0	75.0	28.1	71.9	26.8	73.2	52.6	47.4	43.8	56.2	33.3	66.7	20.0	80.0	0	100.0	11.8	88.2
Non-Respondents	19.2	80.8	27.3	72.7	29.5	70.5	39.7	60.3	51.5	48.5	54.7	45.3	69.0	31.0	42.9	57.1	52.9	47.1	39.8	60.2
Total	31.8	68.2	32.9	67.1	34.1	69.5	41.0	59.0	53.0	47.0	54.6	45.4	55.7	44.3	46.3	53.7	42.1	57.9	35.5	64.5

Proposed College Educational Majors

Significantly larger percentages of these graduates chose educational majors in Business and persuasive fields, educational fields and Social Science and religious fields — fields sometimes referred to as being people-oriented rather than product-oriented. The last two fields cited above are those which many black high school graduates have traditionally chosen. The realism of job opportunities, among other things, probably dictated the historical choices. That a larger percentage chose business, political and persuasive fields than chose the educational fields probably reflects some changes in perceived employment practices of blacks as well as their perception of what was happening to black teachers in public schools as a result of the way in which desegregation was being implemented.[1] In a very real sense, however, the 27 percent choosing business, political and persuasive fields and the 24 percent choosing educational fields would appear to be out of tune with both prospective job opportunities and practical considerations.

The small percentages choosing Afro-American Studies (0.6) and agriculture and forestry (0.7) are interesting. The former because of the "shibboleths" heard during the current period and the latter because of the semi-rural and rural backgrounds of many of the graduates.

Certain reasonably direct comparisons can be made among the six groups for the categories of educational major fields selected. For example, considering the three groups of college attendants, with the exception of those who attended Grambling College who planned to major in educational fields, the differences in percentage between the groups for each of the major fields was not great. To be noted, however, are the differences between the percentages that attended Grambling and other predominantly black colleges and those that attended predominantly white colleges who had chosen educational major fields, scientific fields and health fields.

While it not surprising that 35.7 percent of those who took post-secondary training had identified business, political and persuasive fields as a college major, Table 19 shows that almost 31 percent had indicated social science and religious fields as their proposed college major while none had indicated the trade, industrial and technical fields as their intended college major.

The largest percentages of any of the six groups choosing engineering and the health fields as their proposed college major were the non-respondents and those high school graduates that did not pursue further education or training after high school. The non-respondents were second only to those that attended Grambling College in choosing educational fields as a proposed college major and exceeded, percentage-wise, all groups in choosing agriculture and forestry and the trade, industrial and technical fields.

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[1]Approximately 91 percent of the 3,385 graduates included in the study resided in one of 10 Southern states.

TABLE 19. Proposed Educational Major Fields of Graduates, by Percentage of Group.

GROUP	AFRO-AMERICAN STUDIES		AGRICULTURE & FORESTRY		ARTS & HUMANITIES		BUSINESS, POL. & PERSUASIVE FIELDS		EDUCATIONAL FIELDS		ENGINEERING		SCIENTIFIC FIELDS		HEALTH FIELDS		SOCIAL SCIENCE & RELIGIOUS FIELDS		TRADE, INDUSTRIAL & TECHNICAL		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Attended Grambling	2	.2	5	.6	81	9.4	226	26.1	237	27.3	42	4.8	65	7.5	36	4.1	146	16.8	16	1.8	866	30.7
Attended Black College	6	1.4	2	.4	44	10.6	122	29.4	91	21.9	27	6.5	27	6.5	23	5.5	63	15.1	10	2.4	415	14.7
Attended White College	4	1.2	3	.9	29	9.0	86	26.8	70	21.8	17	5.3	16	5.0	25	7.8	56	17.5	14	4.3	320	11.3
Post Secondary Training	1	2.4	0	0	1	2.4	15	35.7	7	16.7	2	4.7	1	2.4	2	4.8	13	30.9	0	0	42	1.4
No Additional Education	0	0	0	0	12	10.2	33	28.0	24	20.3	9	7.6	6	5.1	15	12.7	17	14.4	2	1.7	118	4.1
Non-Respondents	5	.5	11	1.0	97	9.1	287	26.9	247	23.2	94	8.8	43	4.0	91	8.5	146	13.6	47	4.4	1068	37.8
Total	18	.6	21	.7	264	9.4	769	27.3	676	24.0	191	6.8	158	5.6	192	6.8	441	15.6	89	3.2	2819	100.0

The way in which specific college subject matter majors are categorized in the 10 categories in Table 19 increases the difficulty of further interpretation because each of the categories (Afro-American Studies being the exception) contains a number of subject matter areas. The business, political, persuasive fields includes law, which requires a professional degree for employment purposes as well as such widely differing areas of study as advertising and sales, military, relations (industrial, public and international), and government and public administration. The Health field category includes among others, medicine, denistry, nursing, dietetics and mortuary science. The Arts and Humanities category includes English and English Literature, foreign languages and literature as well as Journalism and Radio-TV communications. Home Economics, long a field that attracted many Black high school female graduates is categorized along with Library Science in the Social Science and religious fields.

Evidence is abundant that during their college career, students frequently change from the college major planned during high school. Perhaps one indication of the success of the college experience is indicated by the ways in which it extends the thinking and planning of high school graduates who enter and who are led to major in educational choices and vocational careers that are more consonant with their interests, vocational opportunities and abilities.

Specific Programs Desired

Table 20 presents data on the interests of the seniors in college independent study, honors and advanced placement programs. All of the seniors did not respond to each of the items requesting whether they were interested in the special programs indicated in Table 20, therefore the numbers differ for the special programs in the groups and for the totals for the special programs.

TABLE 20. Distribution of Graduates by Interest in College Independent Study, Honors, and Advanced Placement Programs.

GROUP	INTERESTED IN COLLEGE SPECIAL PROGRAM	INDEPENDENT STUDY PROGRAM		HONORS PROGRAM		ADVANCED ENGLISH PROGRAM		ADVANCED MATHEMATICS PROGRAM		ADVANCED FOREIGN LANGUAGE PROGRAM	
		N	%	N	%	N	%	N	%	N	%
Attended Grambling	YES	646	65.0	658	66.6	323	32.7	230	23.2	122	12.3
	NO	348	35.0	330	33.4	665	67.3	762	76.8	872	87.7
Attended Black College	YES	284	61.0	319	68.4	156	33.5	100	21.5	63	13.6
	NO	181	39.0	147	31.6	309	66.5	366	78.5	402	86.4
Attended White College	YES	214	59.1	234	64.5	118	32.4	84	23.2	51	14.1
	NO	148	40.9	129	35.5	246	67.6	278	76.8	313	85.9
Post Secondary Training	YES	35	66.0	36	67.9	19	36.5	9	17.3	9	17.3
	NO	18	34.0	17	32.1	33	63.5	43	82.7	43	82.7
No Additional Education	YES	92	64.3	89	61.4	60	42.3	32	22.5	22	15.5
	NO	51	35.7	56	38.6	82	57.7	110	77.5	120	84.5
Non-Respondents	YES	825	64.2	818	66.0	436	35.1	326	26.4	191	84.5
	NO	461	35.8	422	34.0	808	64.9	911	73.6	1046	84.6
Total	YES	2096	62.8	1713	61.0	1112	34.2	781	24.0	458	14.1
	NO	1243	37.2	1101	39.0	2143	65.8	2470	76.0	2796	85.9

Quite noticeable in the totals is the fact that over 60 percent of the seniors expressed an interest in college independent study and honors programs, whereas only 34 percent, 24 percent, and 14 percent expressed an interest in advanced programs in English, mathematics, and Foreign Language respectively. The large percentage not expressing interest in Foreign Language might reflect among other things the knowledge that Foreign Language was not their proposed major; would not be a requirement in their proposed college major, and their not having taken any Foreign Language while in high school.

Interestingly, the pattern of interests in the special programs for all of the groups was identical, i.e., the majority of members in each of the groups was interested in a college independent study program and a college honors program and the majority of members in each of the groups was not interested in advanced programs in English, mathematics, and Foreign Language. Approximately one-third of the members of each group expressed an interest in an advanced English program with the exception of the group that had no additional education. Less than 25 percent of the members of each of the groups expressed an interest in an advanced mathematics program with the exception of the non-respondents in which 26.4 percent expressed an interest. Over 82 percent of each group expressed no interest in an advanced Foreign Language program.

Some of the graduates that had expressed an interest in special programs in college had participated in high school honors and advanced placement programs. Table 21 presents data on those graduates that indicated a desire to participate in certain selected special programs in college. The group total indicates that of the 1,893 graduates that wanted to participate in a collegiate independent study program, only 892 or 47 percent had participated in a high school honors or advanced placement program. A larger percentage (54.3) of the total group that participated in a high school honors or advanced placement programs wanted to participate in a special program in college in advanced English than in any other special program in college. This is of interest when their scores on the English test of the ACT Battery are considered. A slightly smaller percentage (54.1) wanted to participate in an advanced collegiate mathematics program.

It would appear that many of these graduates as seniors in high school were somewhat unrealistic in terms of the qualitative and quantitative demands of these special collegiate programs or they had misperceptions of their academic potentials as measured by their grades and scores made on the ACT Battery. If either of the above is true, the group of graduates that had no additional education was more unrealistic than any other group as considerably larger percentages of them that wanted special collegiate programs had not participated in high school honors program than had participated in such programs. For example, of the 91 graduates in this group that wanted to participate in a collegiate independent study program, 68, or 74.8 percent had not participated in a high school honors program.

Looking at the data for the three groups that attended college, a consistent pattern is shown for expressed interest in participating in

TABLE 21. Distribution of Graduates by Interest in College Independent Study, Honors, and Advanced Placement Programs and by Enrollment in High School Honors Program.

GROUP	PARTICIPATED IN HIGH SCHOOL HONORS PROGRAM	INDEPENDENT STUDY PROGRAM		HONORS PROGRAM		ADVANCED ENGLISH PROGRAM		ADVANCED MATHEMATICS PROGRAM		ADVANCED FOREIGN LANGUAGE PROGRAM	
		N	%	N	%	N	%	N	%	N	%
Attended Grambling	YES	301	48.0	347	53.3	177	55.1	125	55.3	68	56.7
	NO	327	52.0	303	46.7	144	44.9	101	44.7	52	43.3
Attended Black College	YES	119	44.4	153	48.2	86	57.0	55	55.6	30	49.1
	NO	149	55.6	164	51.8	65	43.0	44	44.4	31	50.9
Attended White College	YES	99	46.7	123	53.0	69	59.0	45	54.2	24	47.0
	NO	113	53.3	109	47.0	48	41.0	38	45.8	27	53.0
Post Secondary Training	YES	15	42.9	19	52.8	10	52.7	6	66.7	6	66.7
	NO	20	57.1	17	47.2	9	47.3	3	33.3	3	33.3
No Additional Education	YES	23	25.2	35	39.8	23	39.0	15	46.9	10	45.4
	NO	68	74.8	53	60.2	36	61.0	17	53.1	12	54.6
Non-Respondents	YES	335	50.9	392	49.1	229	53.8	170	53.2	95	51.3
	NO	324	49.1	406	50.9	197	46.2	149	46.8	90	48.7
Total	YES	892	47.1	1069	50.4	594	54.3	416	54.1	233	52.0
	NO	1001	52.9	1052	49.6	499	45.7	352	45.9	215	48.0

programs of advanced English, and mathematics. For the Grambling College group, only for an independent study program did a smaller percentage wish to participate than not to participate. For the group that attended a predominantly black college, a smaller percentage indicated as high school seniors that it wished to participate than not to participate in special collegiate independent study, honors, and Foreign Language programs, while for the group that attended predominantly white colleges, only for collegiate independent study and Foreign Language programs did a smaller percent express disinterest than interest.

Five of the six groups had less than 50 percent of the high school seniors who had participated in a secondary honors program expressing an interest in a collegiate independent program. In addition to just not

wanting to participate in such a program, it might have been that some of the seniors were not familiar with the term "Independent Study Program" or it might have been that they perceived that they would do better in a somewhat more structured class atmosphere.

Educational and Personal Needs

This section of the study focuses upon educational and personal needs of the high school seniors as perceived and reported by them at the time that they took the ACT Battery. Generally, these needs touch upon subject matter areas and academic skills in which they anticipated they would need help; extra-curricular activities and group affiliations which would help them develop as persons, and financial assistance needed to sustain them while in college. Such perceived needs as these no doubt were related to their post high school status at the time this study was made.

Areas of Specific Assistance Needed

Just as many of the seniors were interested in special advanced programs in college, many of them felt that they needed assistance in choosing a major, reading, mathematics, study skills, and writing. Table 22 is a distribution of the responses of the seniors regarding the areas in which they thought they would need special assistance in college. The totals by areas of help needed show that the majority of students felt that they needed help in each of the areas except reading. This was rather significant in that success in college is believed by many to be directly related to highly developed skills in reading. The percentage of students indicating that they needed help in the other specified areas ranged from 55 percent needing help in choosing a major to 70 percent that felt assistance would be needed in mathematics.[1]

More than 50 percent of the group that engaged in post-secondary training expressed a need for assistance in each of the designated areas with 83 percent expressing a need for assistance in mathematics. Of interest, however is the fact that this was the only group for which the majority expressed a need for assistance in reading. Only 42 percent of those that had no additional education indicated a need for help in reading. For the non-respondents, the largest percentage (71.7)

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[1]Assuming that the seniors expressing an interest in an advanced mathematics program and those expressing a need for assistance in mathematics in college were different, Tables 20 and 22 reveal some interesting findings. A total of 2,297 seniors expressed a need for help in college mathematics (Table 22), while a total of 781 expressed an interest in advanced college mathematics. This represent a total of 3,078 of the 3,385 seniors in the study. In other words, about 23 percent of the group believed itself capable of successful work in a collegiate program in advanced mathematics, while about 68 percent believed that it would need some assistance in the regular mathematics course in college. A similar interpretation might be made of those expressing an interest in advanced programs in English and a need for assistance in reading and writing.

TABLE 22. Distribution of Selected Areas in Which Help in College Would be Needed

	NEEDS HELP IN COLLEGE IN																			
	CHOOSING A MAJOR				READING				MATHEMATICS				STUDY SKILLS				WRITING			
	YES		NO		YES		NO		YES		NO		YES		NO		YES		NO	
GROUP	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Attended Grambling	563	54.0	479	46.0	445	45.0	543	55.0	699	66.1	358	33.9	557	56.4	429	43.6	284	61.3	179	38.7
Attended Black College	254	54.3	213	45.7	208	46.0	244	54.0	343	73.8	122	26.2	239	51.3	226	48.7	219	60.1	145	39.9
Attended White College	205	49.2	211	50.8	151	41.3	214	58.7	225	70.6	94	29.4	190	52.0	176	48.0	40	75.4	13	24.6
Post Secondary Training	34	64.1	19	35.9	30	56.7	23	43.3	44	83.0	9	17.0	31	58.4	22	41.6	89	62.7	53	37.3
No Additional Education	95	65.6	50	34.4	61	42.0	84	58.0	100	68.4	46	31.6	83	58.4	59	41.6	737	60.0	492	40.0
Non-Respondents	707	57.0	534	43.0	564	45.6	675	54.4	886	71.7	350	28.3	705	57.2	527	42.8	598	60.6	390	39.4
Total	1858	55.2	1506	44.8	1459	45.0	1783	55.0	2297	70.1	979	29.9	1805	55.7	1439	44.3	1967	60.8	1272	39.2

indicated a need for help in mathematics. Almost two-thirds of the post-secondary training group and no additional education group believed as seniors in high school that they needed help in choosing a major in college.

Looking at the responses of the three groups that attended college, a majority indicated that assistance would be needed in college in the areas of mathematics, study skills, and writing, while for only those attending predominantly black colleges (Grambling included) did a majority express a need in choosing a major. Irrespective to the college group, the majority of the seniors did not feel a need for assistance in reading. Perhaps the greatest difference among the three college groups was the percentage of seniors perceiving a need for assistance in writing in college; 75 percent of those who later attended white colleges believed as seniors in high school that they would need assistance whereas only 61 and 60 percent of those who attended Grambling College and other black colleges respectively believed as high school seniors that they would need help in writing.

Extra-Curricula Plans

The plans of high school seniors to participate in extra-curricula activities in college frequently reflect an extension of their extra-curricular involvements while in high school and sometimes reflect their interpretation of their talents and skills as well as their awareness of the kind of activities from which they desire enjoyment. For some, no doubt, their plans express a hope to engage in activities which they were unable to engage in during their high school years. Indeed, a part of the attraction that college life holds for many high school seniors is the extra-curricular phase of college life and the group affiliations they can have in college that are not related primarily to the academic part of college life. The final choice of a college made by a senior might be determined in no small measure by the social and extra-curricular activities that function at a college.

An attempt was made to determine the extra-curricular plans of this group of high school seniors. As is shown in Table 23, the differences between the percentages of seniors, irrespective to group, that planned to participate in the designated extra-curricular activities was greater than the differences between the percentages of seniors in groups that planned to participate in any particular extra-curricular activity. The need for group identity and status as well as the pleasures derived from small group affiliations were operative likely in plans of 64 percent of the total group wishing to affiliate with a fraternity or sorority. Perhaps their own strong religious background and ties were expressed in the desire of over 57 percent to affiliate with a religious group. Some relationship existed in the desire to participate in student government and to be affiliated with a political group.

For the most part, differences between the groups that attended college were not very great with the exception perhaps of the seniors planning to participate in student government and to affiliate with a fraternity or sorority. In each of these instances, the percentages of graduates attending black colleges appeared to be noticeably greater.

TABLE 23. Distribution of Extra-Curricular Plans While In College

	EXTRA-CURRICULAR PLANS																			
	INSTRUMENTAL MUSIC		VOCAL MUSIC		WRITING		STUDENT GOVERNMENT		DEBATE		ACTING		FRATERNITY OR SORORITY		RELIGIOUS GROUP		ART		POLITICAL GROUP	
GROUP	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Attended Grambling	19.2	80.8	29.6	70.4	41.7	58.3	51.2	48.8	35.0	65.0	36.3	63.7	64.1	35.9	61.0	39.0	16.8	83.2	47.8	52.2
Attended Black College	20.6	79.4	26.8	73.2	48.3	51.7	60.0	40.0	38.3	61.7	36.0	64.0	73.2	26.8	62.2	37.8	19.4	80.6	49.0	51.0
Attended White College	20.4	79.6	31.2	66.8	39.2	60.8	55.5	44.5	28.2	71.8	32.2	67.8	61.9	38.1	50.1	49.9	24.1	75.9	46.6	53.4
Post Secondary Training	20.4	79.6	45.3	54.7	46.2	53.8	44.4	55.6	37.2	62.8	30.2	69.8	58.5	41.5	64.2	35.8	20.4	79.6	50.0	50.0
No Additional Education	21.1	78.9	32.2	67.8	42.5	57.5	48.3	51.7	35.2	64.8	41.8	58.2	54.2	45.8	53.8	46.2	28.8	71.2	50.3	49.7
Non-Respondents	23.3	76.7	31.2	68.8	44.0	56.0	53.3	46.7	40.0	60.0	39.0	61.0	64.1	35.9	55.3	44.7	24.7	75.3	50.9	49.1
Total	20.5	79.5	30.5	69.6	43.0	57.0	53.5	46.5	36.7	63.3	37.0	63.0	64.8	35.2	57.5	42.5	21.6	78.4	49.2	30.8

Financial Assistance

The high cost of public college education and the economic background of many black students in high school tend to be deterrent factors in their attending college. Added to these have been certain historical attitudinal constraints in addition to the lower borrowing power of their parents. With the advent of federal aid, in some instances state aid, and aid from the private sector, financial opportunities to help defray the cost of higher education have become increasingly available to black students. However, the hard fact still persists, the cost of their education (institutional cost and other costs), more so than for white students, must be borne by sources other than parental income. This, it would appear, is the first reality that many black high school seniors face- the sometimes illusive, and certainly not always dependable source of finances to defray the ongoing cost of their education.

At the time that the high school senior took the ACT Battery, he was asked to respond to items relating to plans for financial aid. One of the items sought to determine if the student planned to seek financial aid.[1] The other item attempted to determine if the student needed help in securing financial aid. The first question is particularly important because of the factors noted above and the second question is important, for this study, because of the fact that Grambling College is located in a very small town in a rural area that provides minimal opportunities for employment on either a part-time or full-time basis. Therefore, whether known or not known to the high school senior at the time that Grambling College was indicated as one of the three institutions he would like to attend, opportunities for employment other than at the College and in the small community in which it is located were most limited. Students cannot obtain employment if jobs are not available at the time and locale that they need them, thus, the number of high school seniors that later enrolled at Grambling College might well have been determined to some degree by the availability of part-time employment and other kinds of student aid (loans, scholarships, etc.).

Table 24 indicates the number of graduates, by sex, that planned to seek financial aid while in college. It was important to note these data did not reflect the number of graduates that needed financial aid (other than from parents) to even enroll in college. One interesting finding, contrary to common belief, was that a higher percentage of males (14.0) than females (11.1) did not plan to seek financial aid in college.

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[1]The form of the ACT Individual Profile that these high school seniors took, merely requested if they planned to seek financial aid. An earlier form sought information about scholarship plans, loan plans, and work and/or employment plans and how many hours per week the student planned to work. Moreover, information was obtained relative to whether aid would be sought throughout college. The previous type of profile certainly delineated more carefully and accurately the financial plans of high school seniors for helping to defray a part of the cost of their college education.

TABLE 24. Distribution of Seniors Indicating Plans to Seek Financial Aid While in College, By Sex.

	MALE				FEMALE				TOTAL			
	YES		NO		YES		NO		YES		NO	
GROUP	N	%	N	%	N	%	N	%	N	%	N	%
Attended Grambling	286	86.7	44	13.3	465	88.8	59	11.2	751	87.9	103	12.1
Attended Black College	132	87.4	19	12.6	232	90.7	24	9.3	364	89.4	43	10.6
Attended White College	104	92.9	8	7.1	176	88.9	22	11.1	280	90.3	30	9.7
Post Secondary Training	7	100.0	0	0	38	90.4	4	9.6	45	91.9	4	8.1
No Additional Education	41	77.3	12	22.7	63	84.0	12	16.0	104	81.2	24	18.8
Non-Respondents	422	84.4	78	15.6	493	88.7	63	11.3	915	86.7	141	13.3
Total	992	86.0	161	14.0	1467	88.9	184	11.1	2459	87.7	345	12.3

However, perhaps more significant was the fact that at the time the ACT Battery was taken, 87.7 percent of the subjects in this investigation did plan to seek financial aid while in college. When the data were analyzed by subsequent group status, larger percentages of males than females attending white colleges and who took postsecondary training planned to seek financial aid. Further, a larger percentage attending white colleges than attending black colleges (Grambling included) indicated as seniors that they planned to seek financial aid. In fact, larger percentages of three of the six groups than of the Grambling group indicated as seniors that they planned to seek financial aid while in college.

An attempt was made to discern the relationship between choice of Grambling College and the seniors' plans to seek financial aid. Table 25 indicates that a slightly higher percentage of seniors that chose Grambling as second and third choices than as first choice indicated plans to seek financial aid. However, for college attendants, there was a greater tendency for those choosing Grambling College as first and second choices to plan to seek financial aid. Approximately 90 percent of the attendants at white colleges, irrespective to choice of Grambling College, planned to seek financial aid.

TABLE 25. Distribution of Seniors by Plans to Seek Financial Aid and by Indicated Choice of Grambling College.

	FIRST CHOICE				SECOND CHOICE				THIRD CHOICE			
GROUP	YES	%	NO	%	YES	%	NO	%	YES	%	NO	%
Attended Grambling	561	87.1	83	12.9	124	93.2	9	6.8	66	85.7	11	14.3
Attended Black College	86	87.8	12	12.2	171	91.9	15	8.1	106	86.9	16	13.1
Attended White College	70	90.9	7	9.0	134	90.0	15	10.0	76	90.4	8	9.6
Post Secondary Training	23	92.0	2	8.0	12	92.3	1	7.7	10	100.0	0	0
No Additional Education	28	73.7	10	26.3	36	80.0	9	20.0	20	80.0	5	20.0
Non-Respondents	273	84.8	49	15.2	366	87.6	52	12.4	276	87.3	40	12.7
Total	1041	86.5	163	13.5	843	89.3	101	10.7	554	87.4	80	12.6

A smaller percentage of the non-respondents for whom Grambling College was a first choice planned to seek financial aid than any other group except those that had no additional education or training.

One of the indices of the size of the hometowns of this group of high school graduates is the size of the graduating class.[1] There might have been some relationship between size of hometown and the plans of the seniors to seek financial aid. Table 26 depicts data on the size of the high school graduating class and plans to seek financial aid. Generally, the percentage of seniors that graduated in the smallest high school class and planned to seek financial aid was less than the

[1]Information regarding the economic status of the families of these graduates was not available to the investigator. It might be assumed that smaller high school graduating classes more so than larger high school graduating classes are from high schools located in rural or semi-rural areas. Typically, the income of rural families averages less than that of urban families and the number of members of the family is somewhat greater.

TABLE 26. Distribution of Graduates by Size of High School Graduating Class and by Plans to Seek Financial Aid in College.

GROUP	STATISTICS	SIZE OF GRADUATING CLASS							
		1 - 24		25 - 99		100 - 399		400 or more	
		Plan to Seek Financial Aid		Plan to Seek Financial Aid		Plan to Seek Financial Aid		Plan to Seek Financial Aid	
		YES	NO	YES	NO	YES	NO	YES	NO
Attended Grambling	NUMBER	68	12	309	43	299	38	66	5
	PERCENT	85.0	15.0	87.7	12.3	87.4	12.6	92.9	7.1
Attended Black College	NUMBER	19	4	124	15	177	17	41	6
	PERCENT	82.6	17.4	89.2	10.8	91.0	9.0	87.2	12.8
Attended White College	NUMBER	20	2	77	6	131	11	52	11
	PERCENT	90.9	9.1	92.7	7.3	92.2	7.8	82.5	17.5
Post Secondary Training	NUMBER	6	0	16	2	17	0	5	1
	PERCENT	100.0	0.0	88.8	11.2	100.0	0.0	83.3	16.7
No Additional Education	NUMBER	14	6	36	9	38	8	15	1
	PERCENT	70.0	30.0	80.0	20.0	82.6	17.4	93.7	6.3
Non-Respondents	NUMBER	62	15	312	48	406	55	121	20
	PERCENT	68.0	32.0	86.6	13.4	88.0	12.0	85.8	14.2
Total	NUMBER	189	39	874	123	1068	129	300	44
	PERCENT	82.9	17.1	87.7	12.3	89.2	10.8	87.2	12.8

percentages for the other designated sizes of graduating classes. The above finding appeared to be true irrespective to the group. At least 70 percent of the seniors in each of the sizes of graduating class for each of the groups planned to seek financial aid except the non-respondents who graduated from the smallest high school.

When the data for those graduates planning to seek financial aid were analyzed according to their educational level of aspiration, it was found that at least 80 percent of the graduates in each educational level of aspiration planned to seek financial aid. For two levels of

aspiration; namely, Doctorate and Bachelor of Divinity, over 90 percent of the high school seniors as shown in Table 27 planned to seek financial aid while in college.

Although the number of graduates representing the percentages in some of the categories was small, it might be significant that all of the graduates who attended black colleges; attended white colleges; took postsecondary training, and who had no additional education and who aspired to earn the bachelor of divinity degree indicated at the time that they took the ACT Battery that they planned to seek financial aid. Likewise, all graduates in three of the groups who aspired to a law degree had indicated plans to seek financial aid. With the exception of three levels of aspiration, all of the graduates who later took postsecondary training had indicated at the time they took the ACT Battery that they planned to seek financial aid. (For two of these, M.D. or D.D.S. and Law Degree, there were no aspirants). Generally, larger percentages of the graduates in each of the group categories that aspired to the baccalaureate degree or higher planned to seek financial aid than those who aspired to less than the baccalaureate degree.

The percentage of seniors indicating at the time the ACT was taken that help would be needed in finding employment while in college was approximately 62 percent. Again the percentages, by sex are similar to the percentages by sex that indicated plans to seek financial aid while in college, that is, fewer males indicated help needed in finding employment. About 58 percent and 64 percent of the males and females respectively indicated as seniors that assistance would be needed in finding employment. Irrespective to the subsequent group identification, a larger percentage of girls than boys indicated a need for help in securing employment.

When the responses were distributed and analyzed according to post-high school status, almost 74 percent of the graduates that took post-secondary training had indicated as seniors that assistance would be needed in finding employment and at least three out of every four females in this group had so indicated. Table 28 shows also that over 60 percent of the college attendants had indicated as seniors that help would be needed in finding employment and approximately two out of every three graduates that attended predominantly white institutions had so indicated. The difference between sexes indicating help would be needed in finding employment was not large for the Grambling group, using percentage as the point of reference. However, the differences between sexes attending the other two groups of colleges were noticeable.

While the tables in this section provided some basic facts about these high school graduates, other important facts were not available, thus certain generalizations might be tenuous. However, it is important to note the kinds of questions asked in the ACT Battery. The data in Tables 24, 25, 26, and 27 reflected plans to seek financial aid to help meet college expenses. If financial barriers affected the college plans and subsequent status of black high school graduates, the available data did not indicate what might have been the determining factor in their post high school status, that is, how many of them needed financial assistance to matriculate in a college. The payment of entrance

TABLE 27. Distribution of Educational Level of Aspiration of Seniors and Plans to Seek Financial Aid (By Percentages).

	EDUCATIONAL LEVEL OF ASPIRATION																			
	HIGH SCHOOL DIPLOMA		VOC., TECH. CERTIFICATE (LESS THAN TWO- YEARS)		TWO-YEAR COLLEGE DEGREE		BACHELOR'S DEGREE		ONE OR TWO YEAR GRAD. OR PROF. STUDY		DOCTORATE, PH.D. OR ED.D.		M.D. OR D.D.S.		LAW DEGREE		BACHELOR OF DIVINITY		OTHER	
	SEEK AID		SEEK AID		SEEK AID		SEEK AID		SEEK AID		SEEK AID		SEEK AID		SEEK AID		SEEK AID		SEEK AID	
GROUP	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Attended Grambling	72.0	28.0	57.1	42.9	83.8	16.2	91.1	8.9	84.9	15.1	95.2	4.8	88.2	11.8	85.7	14.3	80.0	20.0	88.0	12.0
Attended Black College	100.0	0	100.0	0	85.7	14.3	87.1	12.9	93.1	6.9	89.8	10.2	63.6	36.4	100.0	0	100.0	0	89.7	10.3
Attended White College	100.0	0	75.0	25.0	76.5	23.5	93.1	6.9	89.5	10.5	87.9	12.1	92.3	7.7	100.0	0	100.0	0	92.0	8.0
Post Secondary Training	100.0	0	100.0	0	75.0	25.0	100.0	0	100.0	0	100.0	0	0	0	0	100.0	100.0	0	100.0	0
No Additional Education	0	100.0	100.0	0	100.0	11.8	88.2	38.5	61.5	11.1	61.5	38.5	100.0	0	100.0	0	100.0	0	80.0	20.0
Non-Respondents	86.4	13.6	82.8	17.2	84.7	15.3	87.1	12.9	86.4	13.6	91.6	8.4	90.3	9.7	88.4	11.6	91.0	9.0	87.4	12.6
Total	81.0	19.0	80.0	20.0	83.7	16.3	88.8	11.2	87.7	12.3	90.9	9.1	86.7	13.3	89.7	10.3	90.9	9.1	88.3	11.7

TABLE 28. Distribution of Graduates Indicating Help Needed in Finding Employment While in College, By Sex.

	MALE				FEMALE				TOTAL			
	YES		NO		YES		NO		YES		NO	
GROUP	N	%	N	%	N	%	N	%	N	%	N	%
Attended Grambling	246	62.6	147	37.4	375	63.1	219	36.9	621	63.0	366	34.0
Attended Black College	104	59.8	70	40.2	187	65.3	99	34.7	291	63.2	169	36.8
Attended White College	86	62.3	52	37.7	156	69.0	70	31.0	242	66.4	122	33.6
Post Secondary Training	3	50.0	3	50.0	36	76.6	11	23.4	39	73.6	14	26.4
No Additional Education	35	58.3	25	41.7	50	60.2	33	39.8	85	59.4	58	40.6
Non-Respondents	326	53.8	280	46.2	381	62.3	230	37.7	707	58.0	510	42.0
Total	800	58.0	577	42.0	1185	64.1	662	35.9	1985	61.6	1239	38.4

fees or tuition and room and board for those who live in college dormitories represents the first barrier for many prospective students. If these fees, which are substantial, cannot be paid, the prospective student cannot enroll. Thus, availability of employment or even loans, scholarships, and other types of financial assistance later during the college career are of no avail. It is the initial institutional cost, which so frequently cannot be met, that makes the studying of college catalogues, interviews with college recruiters, attendance at college career days, and even the submitting of an application and ACT scores to a college, at the very best, just simply "window shopping" for many black seniors in high school.

This study revealed that of the 3,385 graduates in the sample, almost 56 percent enrolled at a college and that less than two percent took some type of postsecondary training. No post-high school information was available for approximately 38 percent of the sample (non-respondent group). While many in this group no doubt did attend college and some no doubt took some type of postsecondary training, very likely many of them could not overcome the initial financial barriers attending the enrollment in an institution of higher learning. Perhaps it is reasonable to assume that the very fact that they paid the fee to take the ACT and took the ACT, they aspired to attend college. The

increasing high cost of attending college, but perhaps more primarily, the "down payment" represented by tuitional and initial room and board costs, separated their dreams from reality.

Out-of-Class Achievements

High school students taking the ACT Battery were requested to indicate the non-class related activities in which they had engaged. Nine types of activities were listed. A scale of 0-7 was provided for participation in athletics. However, a scale of none, average, high, and very high was provided for indicating the frequency of participation in the other eight types of activities. The investigator arbitrarily converted the scale for participating in the different types of athletics to the scale below in an attempt to make the scales similar.

Very high (VH)	5-7
High (H)	3-4
Average (AV)	1-2
None (N)	0

A distribution of high school out-of-class achievements or accomplishments is given in Tables 29 and 30. Table 29 includes out-of-class achievements that are not necessarily related to academic learning, whereas Table 30 includes out-of-class achievements that tend to be related to in-class academic learning. Among other things, Table 29 reveals that the postsecondary group had the smallest percentage (1.8) of "very high" participation in athletic activity and the largest percentage of any group not participating in athletics (65%).[1] The group that had no additional education had the largest percentage of graduates who had participated at a "very high" level in athletics. Combining the two categories "very high" and "high", the group attending black colleges was represented by 15 percent, the group attending Grambling College 13 percent, and the group attending white colleges by 10 percent. Combining similarly, the group that had no additional education was represented by 16 percent and the highest representation was for the group of non-respondents (17 percent).

Substantially more than 50 percent of each group had out-of-class work experience at a "high" and "very high" level during high school.[2] The Grambling College group (64 percent) and the group that took postsecondary training (65 percent) had the largest percentages of any group that had some work experience during high school at a "high" and "very high" level.

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[1]Typical of athletic accomplishments are (1) earned a high school varsity letter, (2) participated in out-of-school organized athletics and (3) captain of high school varsity team. Generally, more boys than girls participate in athletics.

[2]Among the responses to the work experiences item were (1) worked regularly for pay, (2) obtained job without help of parents or friends and (3) had jobs when friends could not find one.

TABLE 29. Distribution of High School Achievements in Selected Areas, By Level of Achievement

AREA OF ACHIEVEMENT	LEVEL	Attended Grambling		Attended Black College		Attended White College		Post Secondary Training		No Additional Education		Non-Respondents	
		N	%	N	%	N	%	N	%	N	%	N	%
Athletics	VH	36	3.53	22	4.62	13	3.46	1	1.82	8	5.48	50	3.94
	HI	97	9.53	52	10.93	26	6.93	3	5.46	16	10.95	168	13.25
	AV	621	61.00	281	59.03	243	64.79	36	65.45	91	62.32	772	60.88
	N	264	25.93	121	25.42	93	24.80	15	27.27	31	21.23	278	21.93
Work Experience	VH	262	29.34	115	26.68	87	26.13	13	28.26	45	34.09	422	36.26
	HI	311	34.82	142	32.95	103	30.93	14	30.44	49	37.12	367	31.53
	AV	226	25.31	122	28.30	95	28.53	16	34.78	25	18.94	300	25.77
	N	94	10.53	52	12.06	48	14.41	3	6.52	13	9.85	75	6.44
Practical Skills	VH	226	22.47	99	20.84	74	20.11	8	14.82	25	17.01	283	22.25
	HI	345	34.29	155	32.63	129	35.05	21	38.89	52	35.37	427	33.57
	AV	428	42.54	214	45.06	162	44.02	25	46.29	70	47.62	554	43.55
	N	7	0.70	7	1.48	3	0.81	0	0	0	0	8	0.63
Leadership	VH	212	20.81	103	21.68	73	19.52	14	25.92	23	15.65	275	21.40
	HI	385	37.78	186	39.16	142	37.97	16	29.63	60	40.82	479	37.27
	AV	338	33.17	144	30.32	113	30.21	20	37.04	44	29.93	410	31.91
	N	84	8.24	42	8.84	46	12.30	4	7.41	20	13.60	121	9.42

The graduates responded to a variety of items that were assumed to relate to practical skills.[1] More of the graduates in each of the groups had accomplishments in the area of practical skills than in any of the other areas of achievement. In fact, only 25 of the total group of graduates reported "none" (N) for practical skills. Adding the "high" and the "very high" categories, the percentages of graduates having had accomplishments in the area of practical skills ranged from a low of 52 percent for those who had no additional education to a high of approximately 57 percent for those graduates who attended Grambling College.

More than one-half of the graduates in each of the groups had leadership accomplishments that were "high" and "very high" while in high school.[2]

For the most part, for the out-of-class non-academic related achievements, the differences between the groups by level of accomplishment were not such as to distinguish any one group from another.

The out-of-class academically related achievements of the graduates were in music,[3] speech,[4] art,[5] writing,[6] and science.[7] Table 30 is a distribution of these accomplishments by level (frequency) of accomplishment. Although it might have been expected that the three groups of college attendants would exceed the non-attendants in frequency

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[1]Most typical of the practical skills indicated by seniors were (1) paid bills, purchased money order, etc., (2) learned new dance steps easily, and (3) assembled handicraft.

[2]Leadership accomplishments generally typified such things as (1) campaigned to elect another student to office, (2) was elected to one or more offices while a student, and (3) received award or special recognition for leadership.

[3]Among the achievements in music were (1) played music instrument; (2) gave public recital, and (3) performed in school musical group.

[4]Speech achievements included such activities as (1) had lead in school or church plays; (2) read for a part in a high school play, and (3) entered a school speech or debate contest.

[5]Achievements in art indicated such experiences as (1) finished a work of art voluntarily; (2) exhibited work of art at school, and (3) exhibited work of art at city, county or parish art show.

[6]Most typical of writing achievements were (1) wrote unpublished piece of creative writing; (2) had material published in school newspaper, and (3) edited a school newspaper or yearbook.

[7]Science achievements included (1) did an independent scientific experiment; (2) participated in a scientific contest and (3) won an award for scientific work or study.

TABLE 30. Distribution of Achievements of Graduates in Selected Areas by Level of Achievement

AREA OF ACHIEVEMENT	LEVEL	Attended Grambling		Attended Black College		Attended White College		Post Secondary Training		No Additional Education		Non-Respondents	
		N	%	N	%	N	%	N	%	N	%	N	%
Music	VH	126	12.37	54	11.37	29	7.78	4	7.41	8	5.44	133	10.37
	HI	389	38.17	210	44.21	151	40.48	21	38.89	63	42.86	508	39.59
	AV	178	17.47	67	14.10	68	18.23	13	24.07	32	21.77	216	16.84
	N	326	31.99	144	30.32	125	33.51	16	29.63	44	29.93	426	33.20
Speech	VH	163	1.60	73	15.37	39	10.48	10	18.87	16	10.88	222	17.4
	HI	432	42.5	202	45.52	142	38.17	25	47.17	63	42.86	480	37.6
	AV	213	20.9	108	22.74	92	24.73	7	13.21	25	17.01	279	23.1
	N	209	20.6	92	19.37	99	26.62	11	20.75	43	29.25	296	21.9
Art	VH	91	8.9	39	8.23	38	10.24	7	13.21	12	8.16	134	10.5
	HI	295	29.0	142	29.96	108	29.11	13	24.53	47	31.97	411	32.3
	AV	3	0.3	1	.21	1	.27	0	0	0	0	6	0.5
	N	628	61.8	292	61.60	224	60.38	33	62.26	88	59.87	722	56.7
Writing	VH	114	11.2	64	13.50	40	10.78	5	9.43	12	8.16	132	10.4
	HI	450	44.4	204	43.04	174	46.90	28	52.83	64	43.54	543	42.9
	AV	1	0.1	2	.42	2	.54	1	1.89	0	0	3	0.2
	N	449	44.3	204	43.04	155	41.78	19	35.85	71	48.30	588	46.5
Science	VH	167	16.5	62	13.14	54	14.55	6	11.32	21	14.28	208	16.5
	HI	354	35.1	174	36.86	127	34.22	20	37.73	58	39.46	464	36.8
	AV	4	0.4	2	.42	3	.81	1	1.89	0	0	7	0.6
	N	484	48.0	234	49.58	187	50.42	26	49.06	68	46.26	582	46.1

of accomplishment, an inspection of the data in Table 30, reveals that this was not true. While it was true that the college attendants tended somewhat to have accomplishments at a "high" and "very high" level in music more than the non-attendants, for the other areas noted, this was not true. Actually, in all of the areas, at least one of the non-college groups exceeded at least one of the college groups in accomplishments at the "high" and "very high" level.

An interesting finding shown in Table 30 is the very small percentage of graduates in each of the groups that had "average" accomplishments in the areas of art, writing, and science. It would appear from this table that generally the graduates had either "very high", "high", or no accomplishments in the areas of art, writing, and science. In this regard, substantially more than one-half of the graduates in each of the groups had no accomplishments in art. Additionally, from 46 percent to 50 percent of the seniors in the groups had no science accomplishments while in high school.

Other Characteristics

Some interesting data on this group of 3,385 high school graduates pertain to their state of residence at the time the ACT Battery was taken and the size of their high school graduating class. Typically a public institution attracts considerably more students from the state in which it is located than from out-of-state. Thus, it would be expected that Grambling College, a black state-supported institution would tend to attract very largely high school seniors from the State of Louisiana. This study, however was concerned not only with those seniors that later matriculated at Grambling College, but those seniors who submitted ACT scores to the College and indicated it as one of three colleges they would like to attend.

One of the effects of desegregation in the South has been the "phasing out" of many traditional black high schools. The result has been an increase in the student population of traditional white high schools to which black pupils have been transferred. Thus, the graduating classes of many high schools are larger than formerly.

State of Residence at Time ACT Taken

Table 31, using the customary design of the tables, shows the number and percent of graduates in each of the six groups by state of residence at the time that the ACT Battery was taken. The high school seniors were residing in 40 states and the District of Columbia at the time that the ACT Battery was taken. A total of 2,464 or approximately 73 percent of the total group of 3,385 graduates resided in the State of Louisiana at the time that the ACT Battery was taken. Of the remaining 27 percent, only the states of Alabama, Arkansas, Illinois, Mississippi, and Texas were represented by as high as two percent. Moreover, Louisiana and the above states generally were the highest represented in each of the six designated groups.

Of the 1,032 graduates that enrolled at Grambling College, 902 or

TABLE 31. Post High School Experiences of Graduates by State of Residence at Time ACT Was Taken

	ATTENDED						POST SECONDARY TRAINING		NO ADDITIONAL EDUCATION		NON-RESPONDENTS		TOTAL	
	GRAMBLING		BLACK COLLEGE		WHITE COLLEGE									
STATE	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ALA.	17	1.64	20	4.15	8	2.13	1	1.81	5	3.37	37	2.85	88	2.59
ARIZ.			1	.20	1	.02					1	.07	3	.08
ARK.	9	.87	12	2.49	18	4.80	4	7.27	5	3.37	25	1.93	73	2.15
CALIF.	7	.67	2	.41	7	1.87					9	.69	25	.73
COLO.	2	.19	1	.20	1	.02					2	.15	6	.17
D.C.											1	.07	1	.02
FLA.	6	.58	4	.83	2	.05			1	.67	5	.38	18	.53
GA.			3	.62	1		1	1.81			5	.38	10	.29
HAWAII	1	.09											1	.02
ILL.	15	1.45	8	1.66	25	6.67	2	3.63	10	6.75	47	3.63	107	3.16
IND.	1	.09	2	.41	2	.05					4	.30	9	.26
IOWA									1	.67	1	.07	2	.05
KANS.					1	.02			1	.67	6	.46	8	.23
KY.	1	.09			2	.05	1	1.81			6	.46	10	.29
LA.	902	87.39	327	67.98	237	63.20	40	72.72	99	66.89	859	66.38	2464	72.79
MAINE											1	.07	1	.02
MD.	1	.09			1	.02					1	.07	3	.08
MASS.					1	.02							1	.02
MICH.	2	.19	1	.20	1	.02	1	1.81			4	.30	9	.26
MINN.	2	.19			3	.08					1	.07	6	.17
MISS.	21	2.03	74	15.38	16	4.27	1	1.81	14	9.45	133	10.27	259	7.65
MO.	1	.09			1	.02			1	.67	6	.46	9	.26
MONT.									1	.67			1	.02
NEBR.					2	.05					1	.07	3	.08
NEV.	1	.09									5	.38	6	.17
N.J.	3	.29			1	.02							4	.11
N.MEX.					2	.05							2	.05
N.Y.	3	.29			1	.02					1	.07	5	.14
N.C.			1	.20							1	.07	2	.05
N.DAK.					1	.02							1	.02
OHIO	1	.09			6	.16					10	.77	17	.50
OKLA.	4	.38	2	.41	4	.11					17	1.31	27	.79
PA.	1	.09			1	.02			1	.67	3	.23	6	.17
S.C.	1	.09	1	.20	2	.05			1	.67			5	.14
S.DAK.											1	.07	1	.02
TENN.	2	.19	2	.41	6	.16					14	1.08	24	.70
TEX.	24	2.32	19	3.95	20	5.33	3	5.45	6	4.05	80	6.18	152	4.49
VA.			1	.20					1	.67			2	.05
W.VA.	1	.09			1	.02							2	.05
WIS.	2	.19					1	1.81	1	.67	6	.46	10	.29
WYO.	1	.09									1	.07	2	.05
TOTAL	[illegible]	100.00	481	100.00	375	100.00	55	100.00	148	100.00	1294	100.00	3385	100.00

87 percent were from the State of Louisiana and 54 or slightly more than five percent were from the bordering states of Arkansas, Mississippi, and Texas. The total number of seniors that resided in the State of Louisiana at the time the ACT was taken and who later enrolled in college was 1,466: 327 or 22.7 percent at predominantly black colleges; 237 or 16.2 percent at predominantly white colleges, and 902 or 61.5 percent at Grambling College. Thus, the 1,466 seniors who subsequently enrolled in college represented about 60 percent of the the population of seniors who resided in the State of Louisiana at the time the ACT was taken and had scores submitted to Grambling College.[1] Looking again at the number of graduates that were residing in Louisiana at the time that the ACT was taken and who later enrolled in college (1,466), slightly more than 83 percent attended a black college (including Grambling College) and slightly more than 16 percent attended a predominantly white college.

Size of High School Graduating Class

Of the 3,325 graduates who indicated the size of their high school graduating class, approximately 43 percent indicated Grambling College as their first choice, 33 percent listed it as their second choice and slightly more than 23 percent listed it as their third choice. However, of those that attended Grambling, over 75 percent had indicated it as their first choice, 15 percent as their second choice, while only nine percent listed it as their third choice. Moreover, the data in Table 32 indicate that slightly larger percentages of the graduates that attended predominantly white colleges than attended predominantly black colleges had indicated Grambling College as their first and second choices at the time the ACT was taken. Of particular note in Table 32 is the 49 percent of graduates who took postsecondary training and the 47 percent of graduates who had no additional education that indicated Grambling as a first choice. About 30 percent of the graduates that did not return the questionnaire had indicated Grambling as a first choice and 39 percent and 31 percent had indicated it as second and third choices respectively.

An indication of the size of the various high schools attended by the graduates is given also in Table 32. Approximately 57 percent of the graduates completed high school in classes consisting of 100 graduates or more. Of the graduates attending college, a smaller percentage attended Grambling that graduated in classes of 100 or more than was true for the enrollees at the other two types of colleges, which might suggest the population of areas from which the College tends to draw students. Over 54 percent of the graduates that took postsecondary training; 52 percent of the graduates that had no additional education and 40 percent of the non-respondents graduated from high school in classes less than 100 graduates.

Approximately 10 percent of the group that attended Grambling graduated in classes less than 25, which percentagewise, was higher than

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[1]It is likely that many of the non-respondents enrolled in a college.

TABLE 32. Distribution of Graduates by Size of High School Graduating Class and Indicated Choice of Grambling College.

GROUP	SIZE OF GRADUATING CLASS	GRADUATE INDICATING GRAMBLING AS FIRST CHOICE N	FIRST CHOICE % OF GROUP TOTAL	SECOND CHOICE N	SECOND CHOICE % OF GROUP TOTAL	THIRD CHOICE N	THIRD CHOICE % OF GROUP TOTAL	N	% OF GROUP
Attended Grambling	1- 24	77	7.6	16	1.6	6	.9	99	9.8
	25- 99	323	32.1	60	6.0	27	4.8	410	40.8
	100-399	293	29.1	61	6.1	48	2.7	402	40.0
	400 or more	68	6.8	17	1.7	10	.6	95	9.4
	Total	761	75.6	154	15.4	91	9.0	1006	100.0
Attended Black College	1- 24	9	1.9	13	2.8	5	1.1	27	5.7
	25- 99	37	7.8	78	16.4	42	8.9	157	33.1
	100-399	52	11.0	95	20.0	82	17.3	229	48.3
	400 or more	13	2.7	29	6.1	19	4.0	61	12.9
	Total	111	23.4	215	45.3	148	31.3	474	100.0
Attended White College	1- 24	8	2.1	12	3.2	3	.8	23	6.2
	25- 99	20	5.4	50	13.4	34	9.1	104	27.8
	100-399	46	12.3	84	22.4	45	12.0	175	46.8
	400 or more	20	5.4	31	8.3	21	5.6	72	19.2
	Total	94	25.2	177	47.3	103	27.5	374	100.0
Post Secondary Training	1- 24	2	3.8	4	7.5	0	0	6	11.3
	25- 99	13	24.5	5	9.5	5	9.4	23	43.4
	100-399	7	13.2	7	13.2	4	7.6	18	34.0
	400 or more	4	7.5	1	1.9	1	1.9	6	11.3
	Total	26	49.0	17	32.1	10	18.9	53	100.0
No Additional Education	1- 24	10	6.9	10	6.9	3	2.0	23	15.8
	25- 99	24	16.4	18	12.3	11	7.5	53	36.3
	100-399	25	17.1	17	11.6	10	6.9	52	35.6
	400 or more	10	6.9	4	2.7	4	2.7	18	12.3
	Total	69	47.3	49	33.5	28	19.1	146	100.0
Non-Respondents	1- 24	35	2.7	29	2.3	27	2.1	91	7.1
	25- 99	137	10.8	161	12.7	124	9.8	422	33.2
	100-399	149	11.7	237	18.6	191	15.0	577	45.4
	400 or more	57	4.5	69	5.4	56	4.4	182	14.3
	Total	378	29.7	496	39.0	398	31.3	1272	100.0
Total	1- 24	141	4.2	84	2.5	44	1.3	269	8.1
	25- 99	554	16.7	372	11.2	243	7.3	1169	35.1
	100-399	572	17.2	501	15.1	380	11.4	1453	43.7
	400 or more	172	5.2	151	4.5	111	3.4	434	13.1
	Total	1439	43.3	1108	33.3	778	23.4	3325	100.0

for the other two groups of colleges. Contrastingly, a larger percentage of the enrollees at predominantly black colleges (12.9) and at predominantly white colleges (19.2) graduated in classes of 400 or more. Generally, the data in Table 32 show that over 50 percent of the attendants at Grambling College graduated in classes less than 100, while only about 39 percent and 34 percent of the attendants at black colleges and white colleges respectively graduated in classes less than 100.

Other Characteristics of the Questionnaire Group

Of the 3,385 graduates for whom ACT Profile data were available, 1,032 had attended Grambling College. A questionnaire was sent to the 2,353 graduates that did not attend Grambling College. The questionnaire solicited information that was pertinent to the investigation. This section of the study reports certain findings based upon responses to certain items in the questionnaire. Generally, this section purports to characterize further the group of high school graduates that indicated Grambling College as one of its three choices, but did not enroll at the College. Data in the Tables in this section are based upon the responses in the returned questionnaires.

Status In High School Graduating Class

The graduates were requested in the questionnaire to indicate their status, by quarter, in their high school graduating class. Using choice of Grambling College as indicated on the profile report, it was possible to relate these two variables. Table 33 therefore shows a distribution of the respondents to the questionnaire by graduation status and choice of Grambling College. The Table total reveals that slightly more than one-fourth (27.2 percent) and about one-fourth (25.3 percent) of the respondents in the top quarter of their graduating class had indicated Grambling College as first and third choices respectively, while 47.5 percent of the respondents who graduated in the top quarter of their class indicated it as a second choice. On the other hand, 40.0 percent and 24.4 percent of the respondents in the bottom quarter had indicated Grambling College as first and third choices respectively, and about 36.5 percent in this quarter indicated it as second. Those graduates that took postsecondary training or had no additional education and who finished in the top quarter of their class indicated Grambling as first and second choices in higher percentage than those who attended the colleges other than Grambling College.

The data in Table 34 permits different comparisons from those in Table 33. For example, slightly more than 48 percent of the respondents graduated in the top 25 percent of their class and only 4.4 percent graduated in the bottom one-fourth of their class. Fifty-two percent of those who chose Grambling as a second choice graduated in the top quarter of their class and 6.1 percent of those who chose Grambling as first choice graduated in the bottom quarter of their class. A slightly larger percentage of those who took postsecondary training graduated in the top 25 percent of their class than for either of the other two designated groups- those that attended college and those that had no additional education or training. Slightly more than 90 percent of the respondents who attended college or who took postsecondary training completed high

TABLE 33. Distribution of Respondents by Graduation Status and Indicated Choice of Grambling College.

GROUP	INDICATED CHOICE OF GRAMBLING COLLEGE	STATUS IN HIGH SCHOOL GRADUATION CLASS							
		TOP QUARTER		SECOND QUARTER		THIRD QUARTER		BOTTOM QUARTER	
		N	%	N	%	N	%	N	%
Attended College	1	96	22.9	86	25.6	7	18.0	13	37.1
	2	210	50.0	142	42.3	22	56.4	14	40.0
	3	114	27.1	108	32.1	10	25.6	8	22.9
	Total	420	100.0	336	100.0	39	100.0	35	100.0
Took Post Secondary Training	1	14	50.0	9	42.9	2	50.0	0	0
	2	9	32.1	8	38.0	2	50.0	0	0
	3	5	17.9	4	19.0	0	0	1	100.0
	Total	28	100.0	21	100.0	4	100.0	1	100.0
No Additional Education or Training	1	25	51.0	31	47.7	9	47.3	5	55.6
	2	17	34.7	22	33.9	4	21.0	2	22.2
	3	7	14.3	12	18.4	6	31.7	2	22.2
	Total	49	100.0	65	100.0	19	100.0	9	100.0
Total	1	135	27.2	126	29.9	18	29.0	18	40.0
	2	236	47.5	172	40.7	28	45.2	16	35.6
	3	126	25.3	124	29.4	16	25.8	11	24.4
	Total	497	100.0	422	100.0	62	100.0	45	100.0

school in the upper one-half of their class, while 80.3 percent of those respondents that had neither postsecondary training nor education graduated in the top one-half of their class. According to the data in Table 34, slightly higher percentages of respondents who graduated in the second and third quarter of their class and who took neither postsecondary education nor training chose Grambling College than was true for the other two groups.

TABLE 34. Distribution of Respondents by Graduation Status and Indicated Choice of Grambling College.

GROUP	INDICATED CHOICE OF GRAMBLING COLLEGE	STATUS IN HIGH SCHOOL GRADUATION CLASS							
		TOP QUARTER		SECOND QUARTER		THIRD QUARTER		BOTTOM QUARTER	
		N	%	N	%	N	%	N	%
Attended College	1	96	47.5	86	42.6	7	3.5	13	6.4
	2	210	54.1	142	36.6	22	5.7	14	3.6
	3	114	47.5	108	45.0	10	4.2	8	3.3
	Total	420	50.6	336	40.5	39	4.7	35	4.2
Took Post Secondary Training	1	14	56.0	9	36.0	2	8.0	0	0
	2	9	47.4	8	42.1	2	10.5	0	0
	3	5	50.0	4	40.0	0	0	1	10.0
	Total	28	51.9	21	38.9	4	7.4	1	1.8
No Additional Education or Training	1	25	35.7	31	44.3	9	12.9	5	7.1
	2	17	37.8	22	48.9	4	8.9	2	4.4
	3	7	25.9	12	44.4	6	22.2	2	7.5
	Total	49	34.5	65	45.8	19	13.4	9	6.3
Total	1	135	45.4	126	42.4	18	6.1	18	6.1
	2	236	52.2	172	38.1	28	6.2	16	3.5
	3	126	45.5	124	44.8	16	5.7	11	4.0
	Total	497	48.4	422	41.1	62	6.1	45	4.4

Residence At Time ACT Taken

A total of 977 respondents indicated both the residence at the time the ACT was taken and status in their high school graduating class. These responses are shown in Tables 35 and 36. Table 35 shows the percentage of respondents in each group by residence at the time the ACT was taken and status in graduating class. Table 36 shows the percentage of respondents in each quarter by group according to residence at the time the ACT was taken.

The total in Table 35 reveals that more than one-half (56 percent) of the respondents residing in rural areas at the time the ACT was taken graduated in the top quarter of their class, while less than 50 percent of the respondents in the other three categories of residence graduated in the top quarter of their class. In fact, over 91 percent of the rural

TABLE 35. Distribution of Respondents by Residence at Time ACT Was Taken and Status in High School Graduating Class.

GROUP	STATUS IN HIGH SCHOOL GRADUATING CLASS (QUARTER)	RESIDENCE AT TIME ACT TAKEN							
		RURAL		SMALL CITY		MEDIUM CITY		LARGE CITY	
		N	%	N	%	N	%	N	%
Attended College	Top	124	60.4	118	47.8	74	46.6	88	48.0
	Second	68	33.1	108	43.7	67	42.1	76	41.6
	Third	7	3.5	9	3.6	12	7.6	8	4.3
	Bottom	6	3.0	12	4.9	6	3.7	11	6.1
	Total	205	100.0	247	100.0	159	100.0	183	100.0
Took Post Secondary Training	Top	7	46.7	7	53.9	8	66.7	4	40.0
	Second	7	46.7	4	30.8	3	25.0	5	50.0
	Third	1	6.6	2	15.3	1	8.3	0	0
	Bottom	0	0	0	0	0	0	1	10.0
	Total	15	100.0	13	100.0	12	100.0	10	100.0
No Additional Education or Training	Top	19	39.6	15	34.9	8	40.0	3	13.7
	Second	20	41.7	19	44.1	8	40.0	13	59.1
	Third	7	14.5	8	18.7	2	10.0	2	9.1
	Bottom	2	4.2	1	2.0	2	10.0	4	18.1
	Total	48	100.0	43	100.0	20	100.0	22	100.0
Total	Top	150	56.0	140	46.3	90	47.1	95	44.1
	Second	95	35.4	131	43.0	78	40.9	94	43.8
	Third	15	5.7	19	6.4	15	7.9	10	4.7
	Bottom	8	2.9	13	4.3	8	4.1	16	7.4
	Total	268	100.0	303	100.0	191	100.0	215	100.0

residents graduated in the top one-half of their class. Again, this exceeded the percentages for comparable status for each of the other designated residence groups. From 9 percent to 12 percent of each of the residence groups graduated in the bottom one-half of their class. Noteworthy however, is that the percentage in the bottom one-half increased with the size of populated residence. Over 60 percent of the graduates who resided in rural areas and attended college graduated in

TABLE 36. Distribution of Respondents by Residence at Time ACT Was Taken and Status in High School Graduating Class.

GROUP	STATUS IN HIGH SCHOOL GRADUATING CLASS (QUARTER)	RESIDENCE AT TIME ACT TAKEN							
		RURAL		SMALL CITY		MEDIUM CITY		LARGE CITY	
		N	%	N	%	N	%	N	%
Attended College	Top	124	30.7	118	29.2	74	18.3	88	21.8
	Second	68	21.3	108	33.9	67	21.0	76	23.8
	Third	7	19.5	9	25.0	12	33.3	8	22.2
	Bottom	6	17.1	12	34.3	6	17.1	11	31.5
	Total	205	25.8	247	31.1	159	20.0	183	23.0
Took Post Secondary Training	Top	7	27.0	7	27.0	8	30.7	4	15.3
	Second	7	36.8	4	21.1	3	15.8	5	26.3
	Third	1	25.0	2	50.0	1	25.0	0	0
	Bottom	0	0.0	0	0.0	0	0.0	1	100.0
	Total	15	30.0	13	26.0	12	24.0	10	20.0
No Additional Education or Training	Top	19	42.2	15	33.3	8	17.8	3	6.7
	Second	20	33.3	19	31.7	8	13.3	13	21.7
	Third	7	36.8	8	42.1	2	10.5	2	10.5
	Bottom	2	22.2	1	11.1	2	22.2	4	44.5
	Total	48	36.1	43	32.3	20	15.0	22	16.6
Total	Top	150	31.6	140	29.5	90	18.9	95	20.0
	Second	95	23.9	131	32.9	78	19.6	94	23.6
	Third	15	25.4	19	32.2	15	25.4	10	17.0
	Bottom	8	17.8	13	28.9	8	17.8	16	35.5
	Total	268	27.4	303	31.0	191	19.6	215	22.0

the top quarter of their class, as compared with approximately 48 percent, 47 percent and 48 percent for those who resided in a small city, medium city, and large city respectively. Approximately 93.5 percent of the college attendants who had resided in rural areas graduated in the upper 50 percent of their class; a percentage which exceeded the 91.5 percent, 88.7 percent and 89.6 percent for the residents of a small city, medium city, and large city respectively.

Of the graduates who resided in a small city and a medium city that

took postsecondary training, a larger percentage finished high school in the top quarter of their class than was the corresponding figure for those who attended college. An examination of the data in Table 35 revealed that with the exception of graduates who resided in a small city, a larger percentage of those who took postsecondary training rather than attending college graduated in the upper 50 percent of their high school class. For those who had no additional education or training, the percentages by residence at the time the ACT was taken who graduated in the top quarter and top one-half of their class were significant. With the exception of residents of large cities, at least three out of every four of the graduates that had no additional education or training graduated in the top one-half of their class.

An analysis of the data as presented in Table 36 shows that over 35 percent of the respondents graduating in the lowest quarter of their class resided in a large city at the time the ACT was taken and about 18 percent resided in rural areas. This may be contrasted with 20 percent and 31.6 percent in the top quarter that resided in a large city and the rural respectively. Data for those respondents attending college indicate generally that higher achieving graduates tended to come from rural areas and small towns more so than from medium and large cities. For the group that had no additional education or training, the top three quarters were dominated by rural and small city residents.

Job Areas of Postsecondary Training

Fifty of the respondents indicated the job areas of training pursued. Of this number, eight were males and 42 were females. A total of 24 job areas were indicated by the respondents. Generally, most of the females pursued training in business and office type jobs. The number of males was so small that a pattern did not appear. The areas of training listed by the respondents are given in Table 37.

TABLE 37. Job Areas of Postsecondary Training Taken by Respondents

JOB AREA OF TRAINING	MALE	FEMALE
A/C Technology	1	
Administrative Secretary		1
Airline Hostess		2
Airline Ticket Agent		1
Auto Repair-Body	1	
Beautician		1
Bookkeeping		1
Business Administration		3
Business Office Machines		3
Business Receptionist		2
Data Processing	2	
Electronics	1	
Fashion Designing		1
Hotel-motel Management	1	
Junior Accounting		1
Keypunching		3
Legal Secretary		2
Nurse's Aide		4
Practical Nursing		1
Radio-TV Broadcasting	1	
Secretary		14
Speech Therapy		1
Tailoring	1	
X-Ray Technology		1
TOTAL	8	42

Plans to Enroll in College

Some of the respondents indicated that they still planned to enter college even though they were unable to enroll in college immediately after graduating from high school. Of the 97 seniors that responded to the item on the questionnaire, 70 or 72 percent indicated that they planned to attend and 27 or 28 percent did not plan to attend. Thirty-eight or 84 percent of the 45 males responding indicated plans to attend, while 32 or 62 percent of the 52 females planned to attend. Twenty-five or 36 percent of the seventy seniors planning to attend college graduated from high school in the top quarter of their class and 52 graduated in the top 50 percent of their class.

Plans to Take Vocational Training

A few of the respondents indicated that they planned to take vocational training. Of the 27 that so indicated, 10 or 37 percent were males and 17 or 63 percent were females. Twelve of the 15 respondents not planning to take vocational training were females. Sixteen or 59 percent of the 27 seniors that planned to take vocational training graduated in the top one-half of their class. Of the 26 respondents indicating the type of training they planned to take, eleven planned to take some training related to business; ten planned to enter a technical school; three planned to enter a trade school, and two planned to enter some other type of training or school.

Reasons for Not Taking Postsecondary Training or Enrolling in College

Some of the respondents that neither enrolled in a college nor took postsecondary training after graduating from high school indicated their reasons. The questionnaire requested the respondent to indicate, by number of importance, reasons for not attending a school or enrolling in college. Eight of the reasons are listed in Table 38 with the frequency by sex and rank of reason.

TABLE 38. Reasons Given By Respondents for not Attending A School or Enrolling in a College, by Rank.

REASONS	MALE					FEMALE					TOTAL
	RANK OF REASON					RANK OF REASON					
	1	2	3	4	Total	1	2	3	4	Total	
Entered Military Service	10			3	13						13
Health Problem	1		1		2	2	5	2	2	11	13
Chose to Work	1		4	3	8	4	8	8		20	28
Married		2	1	1	4	11	3	2	2	18	22
Personal Matters	3	8	5	8	24	8	11	6	4	29	53
Not Interested		1	1	3	5	2	1	1	1	5	10
Parents unable to Assist	19	5	2	12	38	29	7	5	5	46	84
No financial aid from college I desired to attend	3	11	1	5	20	3	8		2	13	33
Total					114					142	256

As might have been expected, some of the males entered the military service. None of the females listed that as a reason. Health problems was identified in greater frequency by the females. Of the 28 seniors who listed "chose to work" as a reason, only eight or 29 percent were

males. Personal matters were a reason given by 53, while 10 seniors listed that they were not interested. Lack of finance apparently was an obstacle for many of the seniors as 84 indicated that their parents were unable to assist them and 48 of this number gave it as the most important reason. Additionally, 33 students, 20 of whom were males indicated that they did not receive promise of financial assistance from the college they desired to attend.

Reasons for not Enrolling at Grambling College

The graduates included in the questionnaire part of the research were requested to indicate, in terms of importance, reasons for not attending Grambling College. While a few of the respondents indicated as many as four reasons, many indicated at least two. Table 39 presents the reasons and number of respondents indicating by rank their reason for not attending Grambling College.

TABLE 39. Reasons Given by Respondents for not Attending Grambling College, by Rank of Reason

REASON FOR NOT ATTENDING GRAMBLING COLLEGE	RANK OF REASON						
	FIRST		SECOND		THIRD		
	N	%	N	%	N	%	
Financial aid offered inadequate	103	18.6	39	8.5	24	6.3	166
Printed material inadequate	31	5.6	54	11.8	41	10.8	126
Friends attended another college	17	3.1	48	10.5	45	11.9	110
Attendance at college nearer home desirable	174	31.4	59	13.0	43	11.3	276
Attendance at college farther from home desirable	22	4.0	18	3.9	19	5.0	59
Attendance at college in urban area desirable	12	2.2	25	5.4	17	4.5	54
Correspondence with college officials unsatisfactory	20	3.6	19	4.2	23	6.1	62
Could not pay college fees	69	12.4	79	17.3	37	9.8	185
Influence of high school teacher	13	2.3	22	4.8	13	3.4	48
Influence of high school counselor	6	1.1	22	4.8	23	6.1	51
Influence of family, relatives and friends	51	9.2	68	19.9	81	21.4	200
Area of study not offered	37	6.7	4	0.9	13	3.4	54
Total	555	100.0	457	100.0	379	100.0	1391

The data in Table 39 above show that the most important single reason given for not attending was the desire to attend college nearer

home. Although over 18 percent listed as the most important reason the inadequacy of financial aid offered, when the frequency for this reason is combined with the frequency for the reason "could not pay college fees", 31 percent did not attend because of finance reasons. The influence of family, relatives and friends was a substantial reason across ranks for not attending. Combining "printed material inadequate" and "correspondence with college officials unsatisfactory," the table shows that about nine percent did not attend because of these as a primarily reason. The influence of high school counselors appeared to be somewhat small, certainly less than the influence of friends. The locality of Grambling College (in a rural area) appeared not to be as important as the fact that it did not offer areas of study which the graduates desired.

TABLE 40. Ranks of Reasons Given by Graduates for not Attending Grambling College, by Choice of Grambling College.

REASON FOR NOT ATTENDING GRAMBLING COLLEGE	CHOICE OF GRAMBLING COLLEGE		
	FIRST	SECOND	THIRD
Financial aid offered inadequate	3	4	4
Printed material inadequate	5	5	5
Friends attended another college	6	6	6
Attendance at college nearer home desirable	1	1	1
Attendance at college farther from home desirable	8	7	9
Attendance at college in urban area desirable	11	9.5	8
Correspondence with college officials unsatisfactory	9	9.5	7
Could not pay college fees	2	3	3
Influence of high school teacher	7	11	11
Influence of high school counselor	10	8	10
Influence of family, relatives and friends	4	2	2
Area of study not offered	12	12	12

When the frequencies of responses were totaled for reasons given for not attending Grambling College by choice of Grambling College as given at the time the ACT was taken, it was noted as shown in Table 40 that the ranks of reasons were fairly consistent across choice of the College. Irrespective to choice of the College, the desire to attend College nearer home was the primary reason. The influence of family, relatives and friends, and finance ranked high and consistent across choice of College. The area of study desired but not offered at the College consistently ranked the lowest.

When the reasons given by the respondents for not attending Grambling College were analyzed by residence at the time the ACT was taken, it was found that the largest percentage of seniors living in rural areas, small and medium cities listing a reason indicated it to be that they wanted to attend a college nearer home. The largest percentage from large cities indicated inadequate financial aid offered as being the first reason. Combining the percentages listing inadequate financial aid offered and "could not pay college fees", about 24 percent of the graduates from rural areas indicated these as a first reason as compared with about 29 percent from small cities, 27 percent from medium cities, and approximately 44 percent from large cities. Further, as shown in Table 41, the influence of family, relatives and friends appeared to have been more primary in not attending Grambling than the influence of teachers and counselors. The rural locality of Grambling appeared not to be very important irrespective to the residence of graduates. At least three percent of the residents from each type of locale indicated as the most important reason for not attending, that correspondence with College officials was unsatisfactory. A larger percentage of rural residents than other types of residents gave as the most important reason that the areas of study desired was not offered.

TABLE 41. Reasons Given by Respondents for not Attending Grambling College, by Residence at Time ACT Was Taken (In Percentage).

REASON FOR NOT ATTENDING GRAMBLING COLLEGE	RURAL			SMALL CITY			MEDIUM CITY			LARGE CITY		
	RANK OF REASON			RANK OF REASON			RANK OF REASON			RANK OF REASON		
	1	2	3	1	2	3	1	2	3	1	2	3
Financial aid offered inadequate	14.7	7.6	5.8	17.4	9.4	7.4	15.0	8.5	7.0	27.3	8.1	6.1
Printed material inadequate	5.9	13.4	8.7	7.2	10.9	10.2	3.0	9.8	9.9	3.9	12.6	14.6
Friends attended another college	2.2	16.8	16.3	4.2	10.2	10.2	5.0	8.5	14.1	0.8	7.2	7.3
Attendance at college nearer home desirable	30.9	14.3	9.6	29.3	8.6	13.0	39.0	12.2	12.7	25.8	16.2	12.2
Attendante at college farther from home desirable	4.4	5.8	5.8	6.0	4.7	5.6	3.0	1.2	2.8	2.3	3.6	4.9
Attendance at college in urban area desirable	1.5	3.4	3.8	2.4	7.0	3.7	2.0	4.9	7.0	3.1	7.2	4.9
Correspondence with college officials unsatisfactory	3.6	5.0	6.7	3.0	2.3	7.4	3.0	2.4	5.6	5.4	7.2	3.7
Could not pay college fees	9.5	11.8	8.7	11.4	7.2	9.2	12.0	20.7	8.5	16.4	20.7	9.8
Influence of high school teacher	3.7	1.7	3.8	3.6	7.8	2.8	1.0	7.3	4.2	0.8	2.7	2.4
Influence of high school counselor	1.5	5.9	5.8	1.1	6.2	7.4	1.0	3.7	9.9	0.8	1.8	2.4
Influence of family, relatives and friends	11.8	14.3	21.2	8.4	14.1	18.5	10.0	19.5	18.3	7.8	11.7	26.8
Area of study not offered	10.3	0.0	3.8	6.0	1.6	4.6	6.0	1.2	0.0	5.5	0.9	4.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.9	100.0	99.9	99.9	100.0

An attempt was made to discern if any differences existed between the top half and bottom half of graduating classes in the importance of reasons for not attending Grambling College. Perhaps the greatest difference, when first and second reasons were combined, were between the responses "printed material inadequate" and "could not pay college fees". Table 42 also shows that a noticeably larger percentage of lower-half graduates desired to attend college closer to home, whereas a larger percentage of graduates in the top half of their class felt that inadequate financial aid was offered.

TABLE 42. First and Second Reasons (Combined) Given by Respondents for Not Attending Grambling College, by Upper and Lower Half of Graduating Class.

REASON GIVEN FOR NOT ATTENDING GRAMBLING COLLEGE	UPPER ONE-HALF		LOWER ONE-HALF		TOTAL	
	N	%	N	%	N	%
Inadequate financial aid offered	131	14.3	6	8.3	137	13.9
Printed material inadequate	84	9.2	1	1.4	85	8.6
Friends attended another college	62	6.8	2	2.8	64	6.5
Attendance at college nearer home desirable	206	22.4	20	27.8	226	22.8
Attendance at college farther from home desirable	36	3.9	3	4.2	39	3.9
Attendance at college in urban area desirable	37	4.0	0	0.0	37	3.7
Correspondence with college officials unsatisfactory	36	3.9	3	4.2	39	3.9
Could not pay college fees	124	13.9	21	29.1	145	14.7
Influence of high school teacher	33	3.6	1	1.4	34	3.4
Influence of high school counselor	26	2.8	2	2.8	28	2.8
Influence of family, relatives and friends	105	11.4	10	13.9	115	11.6
Area of study not offered	38	4.1	3	4.1	41	4.1
Total	918	100.0	72	100.0	990	99.9

IV. SUMMARY AND CONCLUSIONS

The purpose of this study was to analyze certain selected characteristics of high school graduates who took the ACT during the period October, 1969-July, 1971, and requested that their scores and other profile data be sent to Grambling College. A total of 3,385 individual profile reports were used in the study. Of this number, 1,032 of the high school graduates had enrolled at least once at Grambling College, while 2,385 of the graduates had not enrolled as of August 21, 1972 (the beginning of the Fall Semester, 1972-73). Questionnaires were sent to the 2,353 non-enrollees, of which 1,056 or 45 percent were returned. Based upon data and information on the profile reports and the questionnaires, the total group of 3,385 high school graduates was subdivided into six groups; namely, (1) those that attended Grambling College- N=1,032; (2) those that attended another predominantly black college- N=481; (3) those that attended a predominantly white college- N=375; (4) those that took postsecondary training- N=55; (5) those that had neither post high school education nor training- N=148; and (6) those that did not respond to a questionnaire sent to them at the address given on their profile report- N=1,294.

The research made comparison among the groups of such variables as (1) academic potentials; (2) educational aspirations; (3) educational and personal needs; (4) out-of-class achievements; (5) status in high school graduating class; (6) size of high school graduating class; (7) residence at time ACT taken; (8) plans for taking vocational training or attending college, and (9) reasons for not enrolling at Grambling College.

A copy of the individual profile report and a copy of the questionnaire are found in the Appendix. The findings of the study were presented in Chapter III. From the findings, the conclusions that follow would appear to be warranted:

1. If Grambling College is indicated as one of the three colleges to which they want ACT data sent, non-black high school seniors do not indicate their racial/ethnic identity on the individual profile report.

2. High school seniors submitting ACT scores perform highest on the natural science test and lowest on the social science test.

3. Using the ACT composite mean as the point of reference, blacks with the highest academic potential tend to matriculate at predominantly white colleges.

4. Black high school graduates enrolling at institutions of higher learning have a significantly higher grade average than black high school graduates that do not matriculate at a college, and the grade average of blacks enrolling in predominantly white institutions is about the same as the grade average of blacks enrolling in predominantly black institutions.

5. Mean grade points differ significantly for black high school seniors in the courses of mathematics, science, English, and social science (in that ascending order) and the typical college matriculant has a high school average in each of these courses much less than a B.

6. Less than 50 percent of the black seniors in high school have participated in advanced placement programs or honor courses in high school, however, those who enroll in college are more likely to have had such experiences than those who do not attend college, and females, more than males, are much more likely to have had such experiences.

7. Black seniors attending Grambling College tend more so than black seniors attending other predominantly black colleges to have participated in high school honors and advanced programs, but no more so than black seniors attending predominantly white institutions.

8. The majority of black seniors desire to enroll in collegiate independent study and honors programs and almost one-half of those who have participated in a high school honors program desire to participate in specific subject-matter honors programs in College.

9. Educational aspirations of black seniors are very high and in many instances completely unrealistic in terms of both historical factors and practical considerations.

10. Matriculating at a racially predominant college is not necessarily related to level of educational aspiration.

11. Very little difference exists between the educational majors of blacks at predominantly black institutions and blacks at predominantly white institutions.

12. Proposed educational majors of black seniors seem not to be finely attuned to the present and incipient job market.

13. One-half of the blacks enrolling in college perceive that they need help in choosing a college major.

14. Black seniors are probably no more realistic in terms of their academic skills deficiencies than they are in their educational aspirations.

15. Most black seniors expect to participate in social, religious and political affiliations while in college.

16. Most black seniors plan to seek some kind of financial assistance in college to help defray their college expenses.

17. Choice of Grambling College is not related to plans to seek financial aid in college.

18. Graduates of large high schools tend more than graduates of small high schools to plan to seek financial aid, and generally the higher the level of educational aspiration, the greater the plans to seek financial aid.

19. While most high school seniors feel a need to seek help in finding employment, femaies, more than males, appear to indicate a need for help.

20. Black seniors have had diverse types of out-of-class achievements in which participation has been rather high: those who go to college tend to have had more experience and to have participated more frequently, however, those who attend black colleges tend not to be differentiated from those that attend white colleges.

21. Graduates that attended Grambling College; or took postsecondary training, or pursued no further education or training, tended to graduate from smaller schools than those who chose Grambling College but enrolled at other colleges.

22. Although 90 percent of the seniors who submitted ACT scores to the College and did not attend, graduated in the upper one-half of their class, only about 21 percent had identified the College as its first choice.

23. Of the blacks attending college, a larger percentage of those who graduated in the top one-half of their class came from rural areas and small cities rather than medium and large cities.

24. Black females, who do not go to college, tend more than black males to take postsecondary training.

25. The major reasons for black high school graduates not taking vocational training or enrolling at a college are lack of finance and personal reasons.

26. The major reasons for high school graduates not attending Grambling College, but attending another college, is the desire to attend a college closer to home.

27. The lack of finances continues to be a major obstacle in black youth's attempt to obtain higher education.

28. The influence of high school counselors is negligible in terms of a high school senior's choice of a college, but the influence of family, relatives and friends is substantial.

29. There is a dire need for school counselors to help pupils to become more realistic in their educational aspirations.

30. The black college continues and will need to continue, as its history has demonstrated, to serve the needs of a large group of black youth whose under-educated status is attested to by low scores on standardized achievement tests and tests of academic potential.

APPENDIX

SPR 70-1

H. S. ATTENDED

1

COLLEGE CODE	DA	PLACE OF TESTING	DATE TESTED	SCORE ON ACT TEST BATTERY	RANK IN H.S. CLASS	H.S. GRADUATING CLASS SIZE	PERCENTILE RANK	MULTIPLY CUMULATIVE	ACT+	ACT+ EXP	ENG. SKILLS	H.S. ACCOMPLISHMENTS: LEADERSHIP	MUSIC	SPEECH	ART	WRITING	OTHER

2

EDUCATIONAL MAJOR	DEGREE OBJECTIVE	PLANNING STUDENT	NEEDS HELP FINANCIAL AID	DESIRES PART-TIME EMPLOYMENT	STUDENT INDICATED INTEREST IN: UNDECIDED	HONORS PROG	ADVANCED PLACEMENT: ENG	MATH	FOR LANG	STUDENT INDICATED NEED FOR HELP IN: CHOOSING MAJOR	READING	MATH	STUDY SKILLS	ART

3

FIRST VOCATIONAL CHOICE	SECOND VOCATIONAL CHOICE	CAREER CAMPUS	HOUSING PLANS	EXTRACURRICULAR PLANS: ART MUSIC	DRAMA MUSIC	NATURAL SCIENCE	STUDENT GOVT	DEBATE	ATHLETICS	PUBLICATIONS STAFF	PUBLICATIONS READING	ART	OTHER

4

SUBJECT AREA	H.S. GRADES	ACT NORMS (PERCENTILES) LOCAL	NATIONAL	OVERALL GPA PREDICTIONS: NAME OF GROUP	% OF GRAD	PROB GPA	SPECIFIC COLLEGE PREDICTIONS: NAME OF COLLEGE	% OF GRAD	PROB GPA
ENGLISH			NATL NORMS SHOWN ARE						
MATHEMATICS									
SOCIAL STUDIES									
NATURAL SCIENCES									
COMPOSITE SCORE			NOTMS						

GIVE A PREDICTIONS AND LO... NOTES ARE BASED ON RESEA... OF PREVIOUS CLASS PERFO... ANCE THROUGH THE ACT ASSESS... SERVICES. SUCH INFORMATION ... NOT REPORTED FOR INSTITUTIONS ... THAT HAVE NOT PARTICIPATED ... THE RESEARCH SERVICES W... THE LAST THREE YEARS.

NOTE: FOR MORE DETAILED INFORMATION, SEE 1970-71 USING ACT ON THE CAMPUS

COMMENTS:

QUESTIONNAIRE

1. Have you enrolled in a school, college, or university since graduating from high school. Please make a check mark in the appropriate blank. Yes_____No_____

2. If you have enrolled in a college or university, please complete the following:

   A. Name of college or university_____
   B. Location (state) of college or university_____

3. Are you now enrolled at this college or university? Yes____No____

4. If you have enrolled at some other type of institution, please indicate with a check mark the type of institution attended.

   Business School_____; Technical School_____; Trade School_____ ; Other_____

5. Your area of study_____

6. Name of School_____Location (state)_____

   If your answer to Question number one above is No, please identify by number your first (1), second (2), and third (3) most important reason for not attending a school or college since graduating from high school.

7. Entered military service_____

8. Health problems prohibited my attending_____

9. Parents were unable to assist me financially_____

10. College I desired to attend was unable to offer me enough financial assistance_____

11. Personal matters dictated that I go to work_____

12. I was not interested in further education or training_____

13. I chose to work rather than continue to go to school_____

14. I married_____

15. Other (please specify)_____

    If your answer to Question number one above is Yes, please identify by number your first (1), second (2), and third (3) most important reason for not enrolling at Grambling College.

16. Financial aid offer was not adequate for my needs_____

17. Printed material received from the college did not provide an adequate description of what I needed to know_____

18. Most of my friends attended another college_____

19. Attendance at college nearer my home became desirable_____

20. Wanted to attend college farther away from home_____

21. Wanted to attend a college in an urban area_____

22. Correspondence with Grambling College officials proved unsatisfactory_____

23. I could not pay the college fees_____

24. High school teacher(s) influenced me to attend elsewhere_____

25. High school counselor influenced me to attend elsewhere_____

26. Family, relatives or friends influenced me to attend elsewhere____

27. A campus visit caused me to change my plans. (Please explain)

_____

28. I selected an area of study not available at Grambling College_____

29. Area of study selected_____

30. If you have not enrolled at a school, college or university since graduating from high school, do you at this time plan to enroll at a college? Yes_____No_____

31. Name of college_____Location (state)_____

32. If you have not enrolled at a school, college or university since graduating from high school, do you plan to take any type of vocational training? Yes_____No_____

If the answer to the above question is Yes, what type of institution do you plan to attend?

33. Business School_____; Technical School_____; Trade School_____; Other_____

34. Location (state)_____

To assist us in tabulating these data, please check each of the characteristics below which best describes you.

35. Male_____Female_____

36. Residence at time ACT was taken:

Rural residence (less than 2,000 persons)_____
Small city residence (2,000 - 19,999 persons)_____
Medium city residence (20,000 - 49,999 persons)_____
Large city residence (50,000 or over)_____

37. I graduated in:

Upper ¼ of my class_____
Upper ½ of my class_____
Lower ¼ of my class_____
Lower ½ of my class_____

38. Racial/ethnic background (If you prefer, you may omit this question)

Black_____White_____Other (please specify)_____

39. Would you like to receive some information about Grambling College? Yes_____No_____